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ABSTRACT

This manual was developed to help counselors, teachers, and support personnel fulfill the requirements of the Carl D. Perkins Vocational Education Act (P.L. 98-524) in order to provide guidance and counseling for special needs students with activities that will enhance their education. Following a review of the provisions of the Perkins Act, the guide reviews four components of the Missouri Model for Comprehensive Guidance Programs: curriculum, individual planning, responsive services, and system support. The guidance activities are designed to meet the competencies of nine categories in the curriculum component of the Missouri Model: planning and developing careers, understanding and accepting self, understanding and getting along with others, knowing how drugs and alcohol affect the individual and friends, preparation for finding jobs, making decisions, finding jobs, improving basic skills and study/learning skills, and vocational selection and training. Classroom strategies with handouts are provided for each of the competency categories. Also included for further information are 28 references, a glossary, an organizational resources list, a description of Missouri VIEW materials, and a list of 67 suggested readings. An excerpt from the Missouri Core Competencies and Key Skills Handbook is included in the manual for easy reference, with the guidance activities that are correlated with core competencies and key skills. (KC)

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Guidance Activities for Special Needs Students

Judith K. Hughey, NCC
Manual Coordinator

Theresa Ferrugia
Graduate Associate

University of Missouri-Columbia
Department of Special Education
and
Department of Practical Arts and Vocational Technical Education
College of Education
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External Reviewers

Dr. Sheila Feichtner
Vice President
American Vocational Association
Special Needs Division
Palo Alto, California

Dr. Lloyd Petri
Specialist, Programs for Handicapped
Minnesota State Board of Vocational Technical Education
St. Paul, Minnesota

Career and Vocational Guidance Manual Advisory Committee

Mr. Monte Cass
Director of Statewide Job Placement Service
State Fair Community College
Sedalia, Missouri

Dr. Ed Closson
Director
Cass County Area Vocational Technical School
Harrisonville, Missouri

Dr. Jim Grogan
Missouri VIEW Program
Hazelwood R-I School District
Florissant, Missouri

Dr. Norm Gysbers
Professor, Educational and Counseling Psychology
University of Missouri-Columbia
Columbia, Missouri

Mr. Robert Larivee
Director of Special Needs and Guidance Services
Department of Elementary and Secondary Education
Jefferson City, Missouri

Dr. Carolyn Magnuson
Chairperson, Guidance and Counseling
Lincoln University
Jefferson City, Missouri

Ms. Dana Moore
Vocational Resource Educator
Warrensburg Area Vocational Technical School
Warrensburg, Missouri

Ms. Gloria Norris-Morgan
Counselor
Clearwater Senior High School
Piedmont, Missouri

Dr. Art Smith
Chairperson, Department of Special Education
University of Missouri-Columbia
Columbia, Missouri

Dr. Bragg Stanley
Counselor
Hickman High School
Columbia, Missouri

Mr. Marion Starr
Assistant Director of Special Needs and Guidance Services
Department of Elementary and Secondary Education
Jefferson City, Missouri

Data Processing

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PREFACE

The purpose of this manual is to assist counselors, teachers, and support personnel to fulfill the requirements of the Carl D. Perkins Vocational Education Act (P.L. 98-524) to provide guidance and counseling for special needs students with activities that will enhance the education of special needs students. The guidance activities are designed to meet the competencies of nine categories in the curriculum component of the Missouri Model for Comprehensive Guidance Programs. These nine categories were determined to be the most significant to special needs students based on a survey of 300 Missouri school counselors, placement personnel, administrators, and vocational resource educators.

As the activities for this manual were compiled, consideration was given to the importance of infusing activities into the regular educational curriculum. The use of this manual will provide an opportunity for cooperative effort and planning on the part of the educational team, including teachers, counselors, vocational resource educators, and other support personnel. To facilitate and encourage the infusion of guidance curriculum, the activities have been correlated with the Missouri Department of Elementary and Secondary Education Core Competencies and Key Skills and with the Missouri Model for Comprehensive Guidance Programs.

While the activities included in this manual are not exhaustive, the intent is to provide a base from which educators could work to implement appropriate guidance curriculum. The activities may be adopted or adapted in the way that most effectively meets the needs of the students.

The resources in the manual will provide additional possibilities for further exploration by educators. Also included for further information is a glossary, description of Missouri VIEW materials, and a suggested readings list. An excerpt from the *Missouri Core Competencies and Key Skills Handbook* is included in this manual for easy reference with the guidance activities that are correlated with core competencies and key skills.

In summary, the manual's advisory committee strived to include varied activities which would be useful to teachers, counselors, and support personnel to meet the needs of students. Best wishes as you strive to meet the challenges of providing appropriate educational experiences to your students, and as you promote and encourage excellence in education.

THE CARL D. PERKINS VOCATIONAL EDUCATION ACT (P.L. 98-524)

The Carl D. Perkins Vocational Education Act places responsibility on school counselors to ensure that the career development needs of special need learners are provided for in a systematic, comprehensive, and equal manner.

The Carl D. Perkins Vocational Education Act mandates the following for special needs students:

1. Equal access in recruitment, enrollment, and placement activities;
2. Equal access to the full range of vocational programs;
3. Programs and activities to be provided in the least restrictive environment;
4. Students and parents to be provided information concerning the opportunities available in vocational education.
5. Assessment of interests, abilities, and special needs of students with respect to successfully completing the vocational education program;
6. Guidance, counseling, and career development activities conducted by professionally trained counselors who are associated with the provision of special services; and
7. Counseling services designed to facilitate the transition from school to postschool employment and career opportunities.

P.L. 98-524 defines career guidance and counseling as those programs (A) which pertain to the body of subject matter and related techniques and methods organized for the development in individuals of career awareness, career planning, career decision making, placement skills, and knowledge and understanding of local, state, and national occupational, educational, and labor market needs, trends, and opportunities, and (B) which assist students and parents in making and implementing informed educational and occupational choices.

Career guidance and counseling programs are further delineated in Part D of the Act which addresses such programs. Career guidance and counseling programs are to include and assist individuals to:

1. acquire self-assessment, career planning, career decision making, and employability skills;
2. make the transition from education and training to work;
3. maintain marketability of current job skills in established occupations;
4. develop new skills to move away from declining occupational fields and enter new and emerging fields in high technology areas and fields experiencing shortages;
5. develop midcareer job search skills and to clarify career goals; and
6. obtain and use information for financial assistance for postsecondary and vocational education and job training.

The Carl D. Perkins Act provides directions in terms of the role of the counselor. Areas addressed include career guidance and counseling, assessment, placement, and development of educational plans. Determining the level of particular activities is a local decision; however, it is important that all activities listed in the Carl D. Perkins Vocational Education Act be a part of the counselor's role.

In addition to providing career guidance and counseling activities, assessment of the students' abilities, attitudes, aptitudes, interests, academic skills, and vocational skills for the purpose of developing an appropriate educational program for the special needs student is required by the Act. Assessment data, both formal and informal, is important for the planning of a special needs student's program. With assessment and career guidance and counseling, special needs students receive appropriate program placement and are provided an opportunity for success.

The development and implementation of comprehensive guidance and counseling programs including career guidance and counseling can facilitate the transition from school to postschool employment or further training. The transition from school involves a variety of choices, services, and experiences. Through planned activities and programs, this process can be made more realistic and successful for the special needs students.

The goal of educators is to promote excellence in programs to help students achieve their potential. Excellent guidance programs include, but are not limited to, the following: career awareness; career exploration; career planning; preemployment preparation; exploration of training/educational opportunities; provision of appropriate assessment; individual/group activities; orientation to academic/vocational programs; and decision making skills.

Through the cooperative effort of special education teachers, regular and vocational education teachers, counselors, and other support personnel, the special needs students, as well as other students, can be provided with a solid foundation which will enhance personal, educational, and vocational development.

MISSOURI COMPREHENSIVE GUIDANCE PROGRAM

Excellence in education is a major theme in Missouri Schools. The state action plan, "Reaching for Excellence", calls for a strong and enduring commitment to our public school system and the development of a tangible, concise plan to bring about reform. There is a general belief that our public schools are at a critical point and that some priorities must change if our schools are to provide the education that will enable our youth to fully function in our society. The youth of our state and nation are our most valuable resource and the public school system has the greatest of challenges—that of turning out the highest quality product possible. Only with a high quality product coming out of our schools, will our nation survive (Department of Elementary and Secondary Education, 1984).

One response to the challenge of excellence has been the development of the Missouri Model for Comprehensive Guidance Programs. This manual was developed to show how to adapt guidance programs to respond to the needs of special needs students as required by in the Carl D. Perkins Vocational Education Act (P.L. 98-524). The intent of the manual is to give direction on adapting this program for special needs students.

The Missouri Comprehensive Guidance Program provides a model for guidance program development and implementation. It includes four components: a guidance curriculum; individual planning; responsive services; and system support. What follows is a description of each component, suggested ways to modify activities for special needs students, issues relative to the education of special needs students, and an excerpt from *Missouri Comprehensive Guidance Programs Activity Handbook*.

The Missouri Comprehensive Guidance Program is designed to help guidance programs meet the needs of students through the acquisition of competencies by students in the following areas: career planning and placement; knowledge of self and others; and educational and vocational development. Guidance is an integral part of the total educational program of a school.

Guidance Curriculum Component

The guidance curriculum consists of structured, developmental activities presented through classroom and group activities. The guidance curriculum is to provide students with the knowledge of normal growth and development, to promote positive mental health, and to assist them to acquire and use life skills. The three major areas of the guidance curriculum are 1) career planning and exploration, 2) knowledge of self and others, and 3) educational and vocational development. Student competencies are to be addressed in each of these areas. The Missouri Comprehensive Student Needs Survey may be used to identify competencies in each of these areas.

Classroom activities may include the counselor teaching alone or as a member of the teaching team or assisting the teacher in presenting a guidance activity. In addition, counselors may conduct group activities outside the classroom based on student interests and needs. Examples of guidance learning activities include career exploration, decision making skills, planning high school courses, substance abuse programs, job preparation, preemployment preparation, study skills, interviewing techniques, marriage and parenting, sexual abuse, etc.

Impact of The Carl D. Perkins Vocational Education Act (P.L. 98-524) on Guidance Curriculum

One dimension of the guidance curriculum relative to special needs students is the emphasis the Carl D. Perkins Act (P.L. 98-524) places on career development. The American School Counselor Association (1985) has developed a role statement for the school counselor relative to career guidance. The statement includes the following as goals for career guidance:

1. Delivering career guidance to persons in an equitable fashion that aims at excellence of delivery for each person;
2. Taking advantage of the opportunity to utilize a wide variety of community resources in the delivery of effective career guidance;
3. Protecting and enhancing individual freedom of career choice for every person served;
4. Providing quality career guidance for all persons in the educational system rather than limiting it to specific portions of the student population; and
5. Involving, to the greatest possible extent, all professional educators in the delivery of career guidance.

The ASCA role statement (1985) conceptualizes career guidance using the following concepts:

1. Career development is a lifelong process;
2. Career guidance is deeply rooted in the theory and research of the career development process;
3. Career guidance is developmental in nature (K-postsecondary), moving from self and career awareness to career exploration, to career decision making, to career planning, to implementation of decision and planning. Their developmental process can be repeated more than once during the life span;
4. Career guidance recognizes and emphasizes education/work relationships at all levels of education;
5. Career guidance views the work values of persons as part of their total system of personal values and so views work as an integral part of a person's total life style; and
6. Career guidance recognizes the importance of both paid and unpaid work.

The ASCA role statement (1985) specifies the following as common core experiences for all students:

1. Individual and group counseling to clarify work values and develop coping and planning skills;
2. Formal and informal assessment of abilities, personality traits, and interests;
3. Occupational/career information through community linkages such as field trips, speakers, shadowing experiences, and internships;
4. A career information center providing job hunting skills, interviewing skills, educational and training opportunities, and financial aid possibilities;
5. Training, goal setting, and decision making for the selection of tentative career paths based on the above;

6. An opportunity for integrating academic and career planning, leading to the selection of a high school curriculum as it relates to the appropriate career clusters; and
7. An opportunity for continuous evaluation and revision of the goal setting process and active planning, including an annual review of all students' plans of study.

According to the Carl D. Perkins Act, special needs learners are to receive specified services. The law states that:

1. Each handicapped and disadvantaged student enrolling in a vocational education program shall receive "guidance, counseling, and career development activities conducted by professionally trained counselors who are associated with the provision of such special services."
2. "Counseling services designed to facilitate the transition to post school employment and career opportunities" shall be provided to special needs students enrolled in vocational programs. There are additional career guidance type activities specified by the Carl D. Perkins Act which would seem to involve counselors based on their skill and expertise.

Special needs students and parents are to receive information regarding vocational education programs. Also, each special needs student is to receive an assessment of (the student's) interests, abilities, and special needs . . . with respect to completing successfully the vocational education program.

Although counselors are a very important team member in providing these services, other team members include the vocational resource educator, special education teacher, vocational teacher, vocational adjustment coordinator, job placement coordinator, and school administrator. Team work, cooperation, and communication are vital.

According to West (1986) the key to providing quality services for special needs learners is coordination and organization. This can be ensured by: Providing a career development program (or career education curriculum) for all students from kindergarten through grade 12. Adaptations for special needs learners would include:

1. An organized approach for the special education staff that is used as a part of the Individual Education Plan development and process.
2. A coordinated process for vocational instructors and special education teachers to inform special needs students about vocational programs and needed prevocational skills.
3. Identify, with assistance from parents, vocational instructors, special educators, and local and state resources, a specific comprehensive listing of possible post school settings available to special need students (p. 1).

Techniques *and Modifications for Special Needs Students*

Modification of some guidance activities may be necessary for special needs students. Sarkees & Scott (1985) have suggested modifications which may be made when establishing realistic goals, establishing a favorable learning environment, matching learning styles with teaching styles, establishing readability levels for materials used, selecting appropriate instructional materials, and modifying existing materials.

It is important to consider the ability level of students in choosing activities. An effort has been made to include a range of activities based on the abilities of students. This should be kept in mind as activities are selected. Modifications may be made in activities to make them appropriate for the academic level of the students.

Listed below are specific techniques that may assist teachers with special needs students in the classroom. These suggestions, when shared with vocational, academic, or special education teachers, can enhance the opportunity for special needs students to experience success in the least restrictive environment.

Suggestions for Working with Learning Disabled Learners

1. Communicate to students class rules and expectations. Let students know exactly what is expected.
2. Establish regular routines in an organized structure. Be consistent.
3. Maintain an organized atmosphere. Put books in one place, turn in assignments in one place. Maintain a usual pattern of class.
4. Remember to have a sense of humor. Laughter can facilitate learning situations. Make learning positive and fun.
5. Provide a classroom climate of warmth, attention, and emotional support.
6. Demonstrate how something should be done versus just verbalizing the directions.
7. Label all projects and machines. This provides visual stimulation.
8. Provide taped textbooks.
9. Plan activities in which the student can not fail. Be positive. Praise and encourage.
10. Concentrate on emphasizing employability/functional curriculum skills.
11. Identify the strong learning mode for each student. Special education personnel can tell you whether students learn better visually, auditorily, or through hands on experience.
12. Allow students to take tests orally.
13. Present new information in small amounts. List assignments in steps. These students have a difficult time remembering a series of directions.
14. Task analysis can be used to lower the frustration level of these learners.
15. Student-teacher contracts can be used to identify specific tasks or assignments along with corresponding time limitations.
16. During lectures write on the board or use transparencies.
17. Encourage typing for those who have difficulty with handwriting.

Suggestions for Working with Mentally Handicapped Learners

1. Introduce new material in small amounts and in a step-by-step approach.
2. Demonstrate in a hands on manner for maximum comprehension.
3. Consider the reading level of the student before assigning a textbook, workbook, or handout.
4. Allow students to take tests orally and tape record responses.
5. Develop a task analysis for each objective to allow learners to progress at their own pace.
6. Provide for repetition and review for comprehension of new material.
7. Provide student adequate time to complete assignments. Do not rush students into new material. Wait until they have had sufficient time to grasp what has already been presented.
8. Provide positive reinforcement when students successfully complete a task.
9. Establish instructional objectives that parallel the abilities of the students.

Suggestions for Working with Behavior Disordered Learners

1. Be consistent in classroom standards and expectations. Firmly establish classroom rules and consequences of inappropriate conduct.
2. Place the responsibility of the student's behavior on the student. Be consistent and immediate in dealing with discipline problems.
3. Communicate with the special education teacher or vocational resource educator in your school or district. Cooperatively plan some behavior modification techniques that can be implemented while students are participating in academic or vocational programs.
4. Provide positive reinforcement for desirable behavior. Praise and encouragement helps students feel successful.
5. Seat students away from distractions when possible. Distractions may be eliminated by reducing excessive visual and auditory stimulation.
6. Write a student-teacher contract that specifies the tasks the student will complete or the behavior that the student will change within an established time limit. Rewards and consequences are agreed upon between the teacher and student.
7. Reduce the length of assignments. Shortened assignments expose them to a variety of tasks, which stimulates attentiveness.
8. Hyperactive learners need provisions for physical movement. Frequent opportunities for movement should be used as a reward for completing work or tasks.
9. Provide examples and tasks that are functional, meaningful, and concrete. Demonstrate the procedures of assigned tasks.

Suggestions for Working with Hearing Impaired/Deaf

1. Stand in close proximity and face the student when conversing to make lipreading possible. Maintain eye contact. Never stand in front of a window when talking.
2. Seat students preferentially to ensure the best visual input possible.
3. To get the attention of a hearing impaired learner, call his or her name or gently tap his or her shoulder.
4. Seat students in the best lighting conditions. Natural light is preferred as fluorescent lights tend to make lipreading much more difficult.
5. Arrange for note takers.
6. Use concrete examples whenever possible.
7. If there is an interpreter for the student, arrange for the interpreter to be seated next to the hearing impaired student.
8. Make every attempt to include deaf/hearing impaired in conversations with others. Encourage buddy-systems. Deafness can be the most isolating of disabilities.
9. Mustaches and beards make lipreading difficult.
10. Do not abruptly change the subject.
11. Give positive feedback often. Provide a classroom climate of warmth, attention, and emotional support.
12. Remind students to turn down the volume of their hearing aid prior to entering noisy shop areas.
13. Check for understanding. Don't be embarrassed about communicating with a paper and pencil.
14. Write key words, expressions, or phrases on the board prior to the lesson.

Suggestions for Working with the Orthopedically Handicapped

1. Promote individual independence.
2. Provide a classroom climate of warmth, attention, and emotional support.
3. Be positive.
4. Make specific plans for evacuating the orthopedically handicapped student during fire or storm drills.
5. If possible, provide a regular desk for nonambulatory students when appropriate.
6. Provide space for physical movement or wheelchair.
7. Be aware if a student is required to take medication and the side effects of the medication.
8. Make sure you are aware of the student's ability level. Orthopedic handicaps do not constitute mental retardation.
9. Place materials and supplies to be used by these students on lower shelves in storage areas.
10. Provide adaptive equipment.
11. Duplicate sets of books and learning materials for home and class use to ease problems of mobility.

Suggestions for Working with Disadvantaged Learners

1. Review all available information pertaining to the individual.
2. Help the individual to plan realistic long and short term goals.
3. Focus on the learner's strengths and abilities.
4. Do not label disadvantaged learners as low achievers because of their different learning style.
5. Involve students in the planning of their educational program.
6. Use concrete, tangible demonstrations. Use hands on activities as much as possible.
7. Keep learners aware of progress at all times and give them reason to believe they are succeeding.
8. Provide students with constant encouragement and reinforcement. Feedback and praise will help to enhance students' self-concepts.
9. Allow learners to progress at their own pace.
10. Use constructive criticism. Avoid sarcastic or judgemental comments. Refrain from creating undue pressures.
11. Provide opportunities for shadowing experiences to expose students to people who hold jobs associated with their interests.
12. Work with support staff to develop and implement appropriate behavior modification techniques for those students who display hostile or defiant behavior.

ADAPTED FROM: Sarkees, M. & Scott, J. (1985). Vocational special needs (2nd ed.) Alsip, IL: American Technical.

Life Centered Career Education (LCCE)

Life Centered Career Education is a competency based curriculum that is designed to teach daily living skills, personal-social skills, and occupational skills to students with handicaps. It outlines 22 general competencies, some of which can be taught during the elementary years, others being more appropriate for junior or senior high school levels, making LCCE a K-12 curriculum.

Examples of some competencies within the first curriculum category, Daily Living Skills, are Managing Family Finances, Buying and Preparing Food, Getting Around the Community.

The second category, Personal-Social Skills, includes Communicating Adequately with Others, and Acquiring Self-Confidence.

The competencies listed in the third category, Occupational Guidance and Preparation, include Exhibiting Appropriate Work Habits and Behaviors, and Knowing and Exploring Occupational Possibilities.

Each competency is further divided into subcompetencies, with performance objectives, teaching activities, and rating forms to record progress toward mastery of the objectives. There are also two new activity books that have recently been published as companions to the curriculum and are filled with helpful teaching activities. Criterion referenced tests are currently being written to test for mastery of the objectives of the LCCE curriculum. The competencies and objectives in the LCCE curriculum are quite compatible with the competencies and objectives of the Missouri Model for Comprehensive Guidance Programs. The activities in LCCE curriculum provide counselors with another resource to the guidance/educational program for special needs students.

Life Centered Career Education: A Competency Based Approach and *Life Centered Career Education Activity Books One and Two* are available from:

The Council for Exceptional Children
1920 Association Drive
Reston, VA 22091

EXCERPT FROM THE MISSOURI COMPREHENSIVE MODEL GUIDANCE PROGRAMS ACTIVITY HANDBOOK

The Missouri Comprehensive Model Guidance Programs Activity Handbook and the Missouri LINC Guidance Activities for Special Needs Students Manual are complementary to one another. This excerpt shows the format and design of the Model Programs Activity Handbook. The Model Programs Activity Handbook is written to serve all students whereas the Missouri LINC Guidance Activity Manual is designed for special needs students. For more information regarding the Model Programs Handbook contact:

Mr. Marion Starr, Assistant Director
Vocational Special Needs and Guidance Services
Department of Elementary and Secondary Education
P.O. Box 480
Jefferson City, MO 65102
(314) 751-4209

SAMPLE LESSON PLAN

AREA: EDUCATIONAL/VOCATIONAL DEVELOPMENT

CATEGORY Finding Jobs

LESSON TITLE Job Seeking

COMPETENCY #56--I know how to find part-time work, or summer work

#58--I know what jobs are available in my interest and ability areas, their locations, and the requirements to obtain these jobs

#59--I know what persons and what agencies will help me find a job

VOCABULARY

personal contact
abbreviation
See handout: Sources of Job Information

MATERIALS

Handout: Sources of Job Information
Sources of Job Information Worksheet
Seven Myths about the Job Market

Suggested Activities/Handout: The Want Ads
Help Wanted Abbreviations

Transparency: How People Get Jobs

INTRODUCTION

Methods used in seeking employment can be as creative and diverse as the individual who is doing the seeking. Job hunters have become more sophisticated by using such tactics as information interviewing and creating their own job positions. The more traditional methods are still used by many job seekers, as recent surveys suggest (see Transparency: How People Get Jobs). Despite the fact that the want ads show a low return for job offers, they are still the most widely used source for job information. Attention will be given to their proper usage during this lesson, but the students should be encouraged to identify and utilize alternative job sources in addition to the want ads.

PROCEDURE

1. Have the students work individually or in small groups. Each student or group should have paper and pencil.

2. Introduce the lesson by explaining the purpose of the exercise, which is to list all the methods of learning about job openings. Specific companies are not of importance at this time. The student should be concerned with general resources. Allow 5 minutes and discuss the methods the students listed.

3. After discussion, show Transparency: How People Get Jobs. Discuss the meaning of each category. Discuss the success rate of each category, stressing the importance of direct contact with employers (personal contact/cold calling/ information interviewing). Direct contact results in almost 5 times as many job offers as any other method. Students should never rely only on the want ads or resume mailing for job sources.

4. Give each student a copy of the Handout: Sources of Job Information and the Sources of Job Information Worksheet. Students may work individually or in pairs to complete the worksheet. After completion, discuss the worksheet questions and answers.

5. Give each student a copy of the Handout: Seven Myths about the Job Market. Read and discuss.

Suggested Activities:

1. Purpose: To expose students to help wanted ads.
   Give each student a copy of the Handout: The Want Ads.
   Discuss the different types of ads and the abbreviations.
   Give each student a copy of the Handout: Help Wanted Abbreviations.

2. Purpose: To stress alternative methods of job seeking.
   Provide students with Yellow Pages Phone Books. Have students look under a topic which interests them for employment. Students should list all companies, addresses and phone numbers of places to apply for that type of work. Encourage the students to be creative in their thinking. For example, a clerical position could be found anywhere in the book, but particularly under the heading of insurance, real estate and hospitals. Students may find it more successful to consider a type of business, rather than the type of job they want.

OPTIONAL RESOURCES

NAME	TYPE	SOURCE
Career Directions; Entering the Job Market, Unit 3	Filmstrip	Changing Times Education Service
Get Hired!	Workbook	Janus Book Publishers
How to Find the Right Place (from The Quick Job-Hunting Map)	Workbook	National Career Development Project
Job Hunting: Where to Begin	Filmstrip	Guidance Associates
Job Search Plan (from Finding a New Job With Skills You Already Have)	Workbook	Arizona Department of Economic Security
Looking for a Job (from Life Skills: Getting a Job)	Filmstrip	SVE
Personal Referral Network (from The Complete Job-Search Handbook)	Book	Holt, Rinehart and Winston
Using the Want Ads	Workbook	Janus Book Publishers
What You Should Know Before You Go to Work	Filmstrip	Guidance Associates

Individual Planning Component

Individual planning helps students to plan, monitor, and manage their learning and personal and career development. Through this component of the guidance program, assistance will be provided to each student to develop his/her education, career, and personal plans.

Through individual appraisal counselors should assist students to assess and understand their abilities, interests, skills, and academic achievement through formal and informal assessment. Also, counselors should assist students at the secondary level with the development of four-year programs designed to meet the individual needs and goals of the students. It is important to involve parents in this process. Counselors assist students in making the transition from school to work or further training.

Examples of individual planning at the secondary level include development of four-year programs, course selection, career exploration, financial aids assistance, postsecondary school application activities, and participation in special programs such as the Missouri Scholars Academy and the Missouri College Preparatory Certificate.

Perspectives for Special Needs Students

Informal Assessment

"Assessment is the process of assessing a student's abilities, interests, academic, vocational, and independent living skills over a long period of time for the purpose of planning an appropriate educational program which will assist the student in achieving functional skills that will serve them well once they leave an educational institution" (p. 1, Assessment). It involves the collecting of information and data to assist educators and parents in developing an educational program to meet the needs of the special needs students. Sarkees and Scott (1985) include the following as the type of data that can be collected through vocational assessment: (1) medical information; (2) prevocational skills; (3) independent living skills; (4) career development background; (5) aptitudes; (6) functional educational skills; (7) vocational interests; (8) physical and dexterity skills; (9) specific job competencies; (10) learning styles; (11) work adjustment skills; and (12) attitude.

Three levels of assessment can be performed by school/educational personnel relative to guidance activities designed to prepare special needs students for the world of work. The three levels of assessment are:

Level I — The review of all information currently available for helping a student plan to become a worker.

Level II — Teacher and counselor administered instruments in such areas as career maturity, job readiness, self-rating forms, interests, aptitudes, and work-related behaviors.

Level III — Comprehensive vocational assessment which occurs in a vocational evaluation laboratory and is administered by a specialist in vocational assessment (North Dakota, 1984).

Levels I and II are examples of informal assessment with Level III being formal assessment.

One of the outcomes of vocational assessment is the appropriate placement of a special needs student. An additional result will be a determination of the student's level of mastery of functional skills (Maxam, 1986). A further purpose of the assessment is to determine the special needs students' capabilities relative to vocational education opportunities (Sarkees & Scott, 1985). The information from the assessment can be used to (1) identify prevocational life skills; (2) provide a comprehensive view of the individual's abilities and limitations; (3) provide direction for placement in an appropriate vocational program; (4) suggest necessary support services; and (5) identify necessary vocational curriculum modification (Sarkees & Scott, 1985).

The purpose of Level I assessment is to summarize preexisting information relative to a student's abilities, level of functioning, and other pertinent factors. The focus of this level of assessment is data collection and interpretation. Level II assessment has as its objective the collection and interpretation regarding a student's vocational interests, abilities, and aptitudes (Maxam, 1986). A Level III assessment is required when Levels I and II do not meet the needs of the student.

To be effective and best meet the needs of the special needs students, assessment should be an ongoing process. In addition, the informal assessment should be a team effort involving teachers, counselors, vocational resource educators, parents, and appropriate support personnel. Assessment results can assist the team in developing a program to meet the needs of the students.

Transition

The Carl D. Perkins Vocational Education Act mandates counseling services which will facilitate the transition from school to post school employment for all handicapped students. Will (1984) defines transition as follows: The transition from school to working life is an outcome oriented process encompassing a broad array of services and experiences that lead to employment.

Each individual goes through many transitions during his/her life. One major transition period is when a student moves from high school into the world of work. It is during this period that the limited skills and abilities of the handicapped individual in relation to independent living may be exposed. The parents may have difficulty accepting the fact that their son/daughter may face many obstacles making it difficult to adjust to the world of work. The student may be anxious about leaving the security and structure of school. Educators may feel the pressure of insuring that the student has the skills necessary to live as independently as possible.

The counselor will be involved in the transition process based on the roles and responsibilities of the school as stated in the *Missouri LINC Transition Guide* (1986). The parents and student, as well, are involved in the transition process. The suggested roles, responsibilities, and participation are as follows:

PARENTS

1. Parents spend more time with their son/daughter and are more intimately involved and concerned about his/her future plans than anyone else.
2. Parents need to be involved with all aspects of the planning of their son/daughter's future. This involvement includes participation in advocacy groups, community programs, and the individual education program.
3. Parents can develop and initiate new programs or services that do not currently exist in a community.
4. Parents needs to be aware of legislation that exists which supports their son/daughter in the transition process.
5. Parents can acquire knowledge about existing services for their son/daughter and thus assist in the development of a more comprehensive transition plan.
6. Parents are an integral part of the IEP team and may bring a wealth of information to the planning meeting (p. 7).

STUDENT

1. The student's transition program should include instruction in independent living skills, social skills, and job specific skills which lead to total community adjustment.
2. The student should be a part of the transition process from the time he/she is able to understand the concept of independent living and work as a means of achieving this goal.
3. The student's role includes being a part of all IEP meetings and other planning sessions that relate to his/her future. Without his/her commitment to the transition plan there will be little if any success (p. 7).

SCHOOL

1. The school serves as the initial and primary training source for the student's transition program. The involvement of teachers and other staff members is essential in the transition process.
2. The school should plan the student's educational program with the concept of total community adjustment in mind. Community adjustment includes preparation in independent living, development of appropriate social skills, and acquisition of appropriate and permanent employment.
3. The school may coordinate training and placement activities with other agencies that can provide more appropriate services.
4. The school is in the position to make available information on training and education for parents, students, and other concerned agencies (p. 7).

Missouri LINC has developed a transition model which may be adapted or adopted by school districts to meet the needs of students. The model is based on the following assumptions:

1. Transition is sequential and is a lifelong phenomena.
2. Transition is a complex, involved process.
3. Transition involves more people than the special education teacher and the handicapped student. Counselors, in addition to other school personnel, and parents must take an active role in transition.
4. Communication and coordination between individuals are essential if successful transition is to occur.

LINC's transition model consists of five phases which begin at kindergarten and continue beyond grade twelve. The phases and a description follow:

Phase I Career Awareness: The focus of this phase is to make students aware of choices and responsibilities they will face when they enter adulthood.

Phase II Vocational Exploration: This phase is beyond career awareness and enables the student to clarify and formalize specific interests, attitudes, and aptitudes in particular occupational areas.

Phase III Vocational Preparation: Vocational instruction is an option for handicapped students; however, some students may need additional instruction as they do not have background to learn skills taught. Vocational preparation is designed to enhance the success of students enrolled in a vocational program.

Phase IV Skill Training and Placement: Vocational instruction provides handicapped students with the skills needed for jobs. Placement in supervised work programs can facilitate the transition from school to employment.

Phase V Post School Transition: Transition continues once the student leaves school and training. The options for transition include no 1) special services, 2) time limited services, and 3) ongoing services (p. 15-19).

Based on the model, there are a number of areas in which counselors may be involved. Based on the counselor's skill and expertise, involvement in the development and implementation of transition activities and programs is needed.

Responsive Services Component

Responsive services are designed to meet the immediate needs and concerns of students. These needs and concerns may require counseling, consultation, referral, or information. Through consultation the counselor may consult with teachers, parents, or community agency personnel to help special needs students. Personal counseling may be provided in groups or individually with crisis counseling provided in emergency situations. Students may be referred to other agencies such as mental health agencies, employment and training programs, vocational rehabilitation, juvenile services, and family services.

Perspectives for Special Needs Students

Special needs student have many of the same needs as the general population. There are, however, some specific issues counselors should be aware of when working with special needs students, their parents, and other professional agencies.

Working with Parents

Parents of special needs students should be encouraged to actively and meaningfully participate in the decision-making process concerning the education of their child. The school counselor can greatly enhance cooperation between parents and school personnel through effective parent contacts. These contacts may take the form of telephone calls, written messages, progress reports, and parent conferences. Successful parent contact is enhanced when (a) the counselor has an awareness and understanding of the unique perceptions and characteristics of the special needs students and their parents; (b) the counselor promotes an atmosphere where the parent is actively involved in the decision-making process; and (c) the counselor promotes open exchange of ideas and information (Rotatori, Gerber, Litton & Fox, 1986).

The counselor should be aware of the emotional needs of parents and be aware that parents experience several stages in the process of adjustment to and coping with a handicapped child. Descriptions of these sequential steps usually include stages similar to the following: (a) shock; (b) denial; (c) guilt and anger; (d) bargaining; (e) depression; and (f) acceptance. This knowledge can help counselors be sensitive to the feelings being experienced by parents (Rotatori et al, 1986).

Other ideas for working with parents include:

1. Share counseling skills with parents. Teach them to use some counseling techniques to encourage communication with their children.
2. Participate in or begin parent support groups for special needs students.
3. Contact parents with positive comments about the student.
4. Call the parents of new students to offer your assistance.
5. Mail a list of services the counselor provides to the parents.
6. Share information with parents regarding career development, self-awareness, interpersonal skills, and decision-making for special needs students.

Psychological Concerns

While there do appear to be some common difficulties that special needs students face, it should be emphasized that there are many more similarities to the general population of students than differences. All students face physical, social, and emotional growth adjustments in their adolescent and early adult years. There do, however, appear to be adjustment issues that special needs students face to a greater degree than the general population (Rotatori et al, 1986). These issues are addressed below:

1. *Self-concept* is a reflection of a person's observations about themselves as they interact with peers and adults and assess their performance and others' reactions to their performance. Counseling can help to positively affect the self-concept of special needs students by allowing students to have experiences that accentuate their strengths and minimize their weaknesses.

2. *Body image* is the product of the student's interpersonal relationships with significant others in his/her environment. For the special needs student whose body is limited because of a specific handicapping condition, interpersonal relationships may be more negative than those of special needs students whose handicapping condition is not visible. The counselor can help the special needs student explore his/her body and be able to more realistically accept the nature of his handicapping condition. The counselor can be a source of encouragement to the special needs student in developing a more positive body image.

3. *Frustration* is another issue that most certainly affects the majority of special needs students. When the student's confidence and competence are threatened his/her frustration may lead to negative behaviors such as aggression, sarcasm, stubbornness, sullenness, pouting, and procrastination. The counselor can help by encouraging acceptable means of venting negative emotions and by encouraging the student to develop his/her own personal level of competence in a deficit skill.

4. *Dependency* difficulties are noticeable through such behaviors as seeking teachers' and parents' help in making small decisions; requesting assistance on assignments that are well within the student's ability range; and seeking out other students or adults to do things that the student is able to do himself. The counseling goal would be to provide experiences that lead the special needs student to develop social maturity and self-reliance.

Many counseling techniques used for the general population will be found to be effective with the special needs population. There are, however, books available that apply specific counseling techniques to the special needs populations taking into consideration such issues as communication limitations, comprehension and reasoning limitations, and memory limitations. These books are listed in the Resource section of this manual.

Referrals

Referral of a student to another agency may involve both the professional issue of what is best for the student and the ethical question of responsibility of the counselor. When a counselor determines that he/she does not have the time, skills, or personality to adequately assist a special needs student through a traumatic period, it becomes an ethical responsibility to refer the student to another counselor or agency (Jagemen & Myers, 1986). The counselor, however, may continue to have contact with the student. If so, it is important to support the activities of the other professional who is working with the student. Open lines of communication should be maintained for the transfer of important information about the student's progress in both settings. Referrals made regarding special needs students might be in the area of personal and family counseling, additional psychological and academic evaluations not available with the present setting, vocational evaluations, medical referrals, and referrals for advice concerning legal rights.

There are many support services available to special needs individuals. These services are listed in the Resource section of this manual.

System Support Component

The guidance program is managed through the system support component. The activities included in this component are management activities and include research and development, staff/community public relations, professional development, serving on committees/advisory boards, community outreach, and program management needed to support the activities of the guidance program.

Perspectives for Special Needs Students

The Hatch Amendment

In 1978, Senator Orrin Hatch (R-Utah) amended the General Education Provisions with new regulations regarding the protection of pupil rights. These amendments are generally referred to as the Hatch Act. The law states all instructional material, including teacher's manuals, films, tapes, or other supplementary instructional material which will be used in connection with any research or experimentation program or project shall be available for inspection by the parents or guardians of the children engaged in such program or project. For the purpose of this section of the law, "research or experimentation program or project" means any program or project in any applicable program designed to explore or develop new or unproven teaching methods or techniques. It also states that no student shall be required, as part of any applicable program, to submit to psychiatric examination, testing, or treatment, or psychological examination, testing, or treatment, in which the primary purpose is to reveal information concerning:

1. Political affiliations;
2. Mental and psychological problems potentially embarrassing to the student or his family;
3. Sex behavior and attitudes;
4. Illegal, anti-social, self-incriminating and demeaning behavior;
5. Critical appraisals of other individuals with whom respondents have close family relationships;
6. Legally recognized privileged and analogous relationships, such as those of lawyers, physicians, and ministers; or
7. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program), without prior consent of the student (if the student is an adult or emancipated minor), or in the case of unemancipated minor, without the prior written consent of the parent.

The amendment applies only to programs that get direct federal financing. Should a conflict arise, the complaint must show evidence of an initial attempt at resolution with local and state officials and provide the name of local and state officials contacted, as well as significant dates in the attempted resolution process.

ACTIVITIES FOR THE GUIDANCE CURRICULUM COMPONENT

The activities in this manual are to be used in implementing a guidance curriculum for special needs student. The activities are structured using the format of the Missouri Comprehensive Model School Guidance Program Curriculum Component. The Model Guidance Curriculum is divided into three areas, sixteen categories, and ninety-two student competencies. This manual addresses the guidance competencies in nine of the sixteen categories of the Model Program curriculum component. The nine categories especially important to special needs students were identified through a survey of 300 educators. The following nine categories are addressed in this manual:

Planning and Developing Careers
Understanding and Accepting Self
Understanding and Getting Along with Others
Knowing How Drugs and Alcohol Affect Me and My Friends
Preparation for Finding Jobs
Making Decisions
Finding Jobs
Improving Basic Skills and Study/Learning Skills
Vocational Selection and Training

Suggested activities are provided for the student competencies within each of these categories. Teaching strategies and handouts to be used in a classroom or group setting are included. The activities should be adapted or adopted as appropriate for the student or situation.

It is important to remember that special needs students include handicapped and disadvantaged. All intellectual and economic stratas are involved. For this reason, some of the activities may be appropriate for one type of handicap or disadvantagement and not for another. For example, some of the activities have a vocabulary that would be inappropriate for mentally handicapped students. Each activity must be based on the individual needs and abilities of the student. Assessment, reading level, and learning syles of the students should be considered. A careful review of activities is recommended to assure that the activities selected are appropriate to the needs of students.

Each of the nine categories addressed in this manual includes three parts:

- a page listing the area, category and competency statements as stated in the Missouri Comprehensive Guidance Program Curriculum Component;
- three suggested activities for each student competency statement in each category;
- additional classroom strategies with handouts included.

The purpose, directions, and needed resources are listed for each strategy, as well as any special adaptation that might be necessary for some special needs populations. These strategies are correlated with the number of the guidance competency it meets as well as the grade level and number of the Missouri Core Competency and Key Skill it meets. The Missouri Core Competency and Key Skills for Levels IX and X are included in the Resource section of this manual.

The Missouri Model for
Comprehensive Guidance Programs Curriculum Component

Area: **Career Planning and Exploration**

Category: **Planning and Developing Careers**

Competency Statements

1. I know how to develop a career plan.
2. I know about possible careers and the world of work.
3. I know how to explore careers in a specific area in which I am interested.
4. I know how to prepare for careers in which I am interested.
5. I have made plans beyond graduation (job opportunities, training programs, college/vocational-technical schools, financial aids, military, etc.).
6. I understand my interests and abilities and how these can help me make a career choice.
7. I know how the place I live affects job opportunities.

Suggested Activities for
The Missouri Model for
Comprehensive Guidance Programs Curriculum Component

Area: **Career Planning and Exploration**

Category: **Planning and Developing Careers**

Competency Statements One through Seven

1. I know how to develop a career plan.

   ACTIVITIES

   A. Work with students individually or in small groups to develop a four year plan or individual vocational educational plan with long and short term career goals.

   B. Use resources such as *What Color is Your Parachute?* by Richard Bolles or *Choices and Challenges* by M. Bingham, J. Edmendson, and S. Stryker to encourage discussion about career and life planning. Discussion questions might include, "What are you trying to become?" and "What is unique about you?"

   C. Acquaint students with Missouri/Basic VIEW or other career systems available for their use.

2. I know about possible careers and the world of work.

   ACTIVITIES

   A. Using an occupations card sort, have students work with a variety of occupations making hypothetical career decisions.

   B. Ask students to give an oral report in class on three different careers or jobs. Provide resources to students such as the *Dictionary of Occupational Titles, MO/Basic VIEW, Occupational Outlook Handbook*, etc.

   C. Develop a career resource library of brochures and pamphlets on a variety of careers that are available at little or no cost.

3. I know how to explore careers in a specific area in which I am interested.

   ACTIVITIES

   A. Organize a career day or career week and invite representatives from a variety of occupations to discuss with students their job responsibilities.

   B. Show film "Is Vo-Tech for You," available through Employment Security.

   C. Instruct students on how to use career information systems such as Missouri VIEW and the availability of other systems or resources.

4. I know how to prepare for careers in which I am interested.

   ACTIVITIES

   A. Communicate to students and parents secondary and postsecondary program information such as school location for particular programs, selection procedures, cost, accreditation, and placement statistics.

   B. Arrange situations for students to interview individuals in occupations in which they are interested. Interview sheets may be provided.

   C. Encourage classroom discussion about occupations of interest to students, preparation needed for these occupations, level of skill or education needed, and the availability of career resources from the guidance office, library, local postsecondary institutions, or Employment Security offices.

5. I have made plans beyond graduation (job opportunities, training programs, college/vocational-technical schools, financial aids, military, etc.).

   ACTIVITIES

   A. Through small group sessions of students disseminate financial aid information and assist in the completion of the forms. Invite a financial aid representative from a local college to discuss with parents in an evening presentation information on financial aid. Refreshments may be served.

   B. Arrange for your local vocational rehabilitation counselor to visit with each appropriate student to discuss postsecondary options and the type of support they may offer.

   C. Communicate information to students and parents regarding the postsecondary institutions that offer special needs services. Catalogs on this subject are available from the Instructional Materials Laboratory, University of Missouri-Columbia.

6. I understand my interests and abilities and how these can help me make a career choice.

   ACTIVITIES

   A. Meet individually or in small group sessions with students to explain assessment/test interpretation. This information should also be communicated to parents.

   B. Allow students the opportunity to explore careers on a computer program such as MO VIEW, Basic VIEW, or other career systems. Holland's Career Code can be included in the input with the VIEW program.

   C. Administer to students career/interest inventories such as Holland's Self Directed Search or other informal instruments to stimulate thought and discussion.

7. I know how the place where I live affects job opportunities.

   ACTIVITIES

   A. Arrange for field trips to various places of employment in the community. Or, arrange for representatives of these employment facilities to visit classes.

   B. Invite a representative from Missouri Division of Employment Security to discuss local job opportunities with students. Long-range prospects for business and industry might also be discussed.

   C. Discuss access to other towns, public transportation, and continuing educational opportunities outside the immediate community. Discuss with student modes, routes, schedules, and cost of public transportation.

Classroom Strategy with Handout

Area: **Career Planning and Exploration**

Category: **Planning and Developing Careers**

Classroom Strategy: **What Are Your Work Values?**

PURPOSE: To help students expand their awareness of the world of work and its relationship to individual preferences.

DIRECTIONS:

Have students read each item and check the space which best describes each student's own work values. Explain any questionable terms to students.

RESOURCES NEEDED:

What Are Your Work Values?

Pen or Pencil

CORE COMPETENCIES:

Not applicable.

GUIDANCE COMPETENCIES:

2, 6.

WHAT ARE YOUR WORK VALUES?

Ideas about the characteristics of a desirable work place vary greatly. What are your work values? The following inventory consists of 20 items, each item describing the two extremes of a major work characteristic; e.g., work with people vs. work alone. For each item, check the space which best describes your own work values.

	Very Important	Moderately Important	Not Important	Not Important	Moderately Important	Very Important	
Work for organization	_____	_____	_____	_____	_____	_____	Self-employment
Work alone	_____	_____	_____	_____	_____	_____	Work with other people
Structured environment; well defined duties and responsibilities	_____	_____	_____	_____	_____	_____	Unstructured work; room for creativity and initiative
Close supervision	_____	_____	_____	_____	_____	_____	No supervision
Low level of responsibility; no critical decision	_____	_____	_____	_____	_____	_____	High level of responsibility; make key decisions
Short hours; maximum eight hours per day	_____	_____	_____	_____	_____	_____	Long hours and weekend work usual
Guaranteed regular hours	_____	_____	_____	_____	_____	_____	Possible overtime
Variety of duties every day	_____	_____	_____	_____	_____	_____	Similar duties every day
Challenges and risks in work	_____	_____	_____	_____	_____	_____	Work offers security
Fast pace, high pressure	_____	_____	_____	_____	_____	_____	Slow pace, low pressure
Visible end products; specific achievable goals	_____	_____	_____	_____	_____	_____	Can't see results of work; long-range goals

	Very Important	Moderately Important	Not Important	Not Important	Moderately Important	Very Important	
Work for large business							Work for small business
High prestige and status							Low prestige and status
Many opportunities for advancement and professional development							Few opportunities for advancement and professional development
Live close to work							Live half hour or more from work
Close work with machines							Little work with machines
Early retirement							Work opportunities after 65
Frequent travel							Little or no travel
Work indoors in pleasant environment							Work outdoors in all weather conditions
Willing to relocate anywhere							Work in specific geographical area

SOURCE: Aherns, Marjorie. *Ideas for Activities*, Michigan Career Exploration Project, Wayne, MI.

Classroom Strategy with Handout

Area: **Career Planning and Exploration**

Category: **Planning and Developing Careers**

Classroom Strategy: **Holland Personality Types**

PURPOSE: To show how individual interests and abilities can help the student make a career choice.

DIRECTIONS:

Using the accompanying Holland types description introduce and discuss the idea of personality types. Relate this information to the students in the classroom. Let them know they will have a chance to decide which of the personality types seem most like themselves. Discuss possible jobs and careers related to each personality type.

RESOURCES NEEDED:

Holland Types Description Sheet

Jobs and Careers related to each Holland Type

CORE COMPETENCIES:

Not applicable.

GUIDANCE COMPETENCIES:

6, 3, 2.

SPECIAL ADAPTATION: The vocabulary in this activity may need to be modified or explained.

PERSONALITY TYPES
ACCORDING TO JOHN HOLLAND

John Holland has developed a theory whereby people are characterized according to their resemblance to each of the following six personality types. The following definitions are from Holland's book *Making Vocational Choices: A Theory of Careers*.

1) *Realistic*: The realistic type is a person who likes activities that are ordered, deal with the present, and are structured. This person likes to work with objects, tools, machines, or animals. They would rather not work with people or in academics.

   Electrician, Baker, Farmer, Mechanic, Shoe Repair, Plumber, Fire Fighter, Carpenter, Bus Driver, Dressmaker, Bricklayer, Weaver

2) *Investigative*: The investigative type is a person who likes science and math. This person might see himself as being scholarly and intellectual. This person might avoid working with groups of people, but sees himself as having math and verbal skills.

   Chemist, Math Teacher, Dentist, Doctor, Computer Operator, Weather Observer, Airplane Pilot, Veterinarian

3) *Social*: The social type is a person who likes to work with other people. This person might like to train, teach, cure, or enlighten others. This person might not like to work with tools or machines. This person would see herself as having teaching ability but lacking mechanical and scientific ability.

   YMCA/YWCA Worker, Host/Hostess, Ticket Agent, Tutor, Principal, Barber, House Parent, Counselor, School Teacher, Hair Stylist

4) *Conventional*: The conventional type is a person who likes order and detail in his work. This person might like to keep records, file papers, copy materials, organize numbers, and operate business machines. This person would probably avoid creative activity.

   File Clerk, Bookkeeper, Typist, Receptionist, Secretary, Adding Machine Operator, Mail Clerk

5) *Enterprising*: The enterprising type is a person who is adventurous, dominant, and persuasive. This person might be drawn to leadership and power roles. This person might see herself as being popular, self-confident and social. This person would probably rather not work in scientific areas.

   Real Estate Agent, Business Manager, Office Manager, Sales Clerk, Hotel Clerk, Grocer, Politician, Lawyer, Travel Guide

6) *Artistic*: The artistic type is a person who likes to create art forms. This person might see himself as being expressive, original, independent, and having artistic and musical ability. This person might avoid activities that are orderly and structured.

   Actor/Actress, Dancer, Reporter, Writer, Artist, Musician, Decorator, Architect, Photographer

ADAPTED FROM: Gysbers, Norman. (1975). *What Interests You?* Instructional Materials Laboratory, University of Missouri-Columbia, p. 52.

Personality Type	*DOT* Levels of Involvement	Leisure and Occupational Activity Preferences
Realistic	often: things sometimes: data rarely: people	*Activities:* athletics, scouting, shop work, crafts *Occupations:* electrician, mechanic, baker, farmer, shoe repairer, weaver, plumber, fire fighter, carpenter, bus driver, dressmaker, bricklayer
Investigative	often: data sometimes: things rarely: people	*Activities:* reading, math, studying, collecting, science *Occupations:* chemist, math teacher, dentist, doctor, computer operator, weather observer, airplane pilot, veterinarian
Social	often: people sometimes: data rarely: things	*Activities:* helping others, community service, church activities, teaching others *Occupations:* YMCA/YWCA worker, tutor, host/hostess, hair stylist, barber, ticket agent, principal, counselor, school teacher, house parent
Conventional	often: data sometimes: people rarely: things	*Activities:* keeping files, recording numbers, organizing materials *Occupations:* file clerk, mail clerk, bookkeeper, secretary, receptionist, typist, adding machine operator
Enterprising	often: people sometimes: things rarely: data	*Activities:* leadership role, selling, self-confident, supervising others, power *Occupations:* politician, real estate agent, travel guide, office manager, business manager, sales clerk, hotel clerk, grocer, lawyer
Artistic	often: things sometimes: people rarely: data	*Activities:* literature, art, writing, music, drama, acting, speaking *Occupations:* actor/actress, reporter, dancer, writer, artist, musician, decorator, architect, photographer

ADAPTED FROM: Gysbers, Norman. (1975). *What Interests You?* Instructional Materials Laboratory, University of Missouri-Columbia, p. 83.

Classroom Strategy

Area: **Career Planning and Exploration**

Category: **Planning and Developing Careers**

PURPOSE: Provides students with an opportunity to evaluate jobs according to whether the primary tasks are working with data, people, or things.

DIRECTIONS:

A. Have the students discuss what kinds of data could be used on a job.

Examples: computer print-out
accountant's ledgers
bank statements
blueprints

B. Have the students discuss what kind of activities on a job are people related.

Examples: selling a house
counseling a family
assisting a sick person

C. Have the students discuss what kind of activities on a job are working with things.

Examples: repairing a car
building a house
driving a truck

D. Have students name some job titles and make a judgement whether the job principally deals with data, people, or things.

Examples: engineer - data
salesperson - people
farmer - things

E. Have students state which category of jobs (data, people, things) most interest them. Have them name jobs they have considered and which category of jobs it pertains.

CORE COMPETENCIES:

Language Arts: IX, E-2; X, E-6.

GUIDANCE COMPETENCIES:

2, 6.

Classroom Strategy with Handout

Area: **Career Planning and Exploration**

Category: **Planning and Developing Careers**

Classroom Strategy: **Job Differences**

PURPOSE: To help students categorize a list of occupations according to the following characterisitics: indoor work, outdoor work, works with hands, works with tools, works with pencil and paper, works with people.

DIRECTIONS:

Distribute the Job Differences worksheet and instruct the students to check the appropriate columns for those listed characteristics that they feel each occupation contains. Discuss the findings and make any corrections necessary on the worksheet.

RESOURCES:

Job Differences worksheet

Pencils or pens

CORE COMPETENCIES:

Not applicable.

GUIDANCE COMPETENCIES:

2, 3, 6, 7.

SPECIAL ADAPTATION: This activity may be completed in a class discussion with the occupations being written on a flip chart or blackboard. The students then can go to the board and mark the appropriate columns.

JOB DIFFERENCES

Occupations	Indoor Work	Outdoor Work	Work with Hands	Work with Tools	Work with Pencil/ Paper	Work with People
Plumber						
Electrician						
Janitor						
Teacher						
Store Manager						
Secretary						
Car Washer						
Engineer						
Car Salesperson						
Doctor						
Computer Programmer						
Assembly-line Worker						
Sales Clerk						
Lawyer						
Airplane Pilot						
Telephone Repairperson						
Farmer						
Maid						
Lumberjack						
Author						
Beautician						
Bartender						

SOURCE: Ahrens, Marjorie. *Ideas for Activities*, Michigan Career Exploration Project, Wayne, MI., p. 4.

Classroom Strategy with Handout

Area: **Career Planning and Exploration**

Category: **Planning and Developing Careers**

Classroom Strategy: **What's My Job**

PURPOSE: To increase student's occupational awareness.

DIRECTIONS:

Match the name of the job listed with the job duties. Discuss the answers with the students.

ANSWERS:

1. E
2. K
3. H
4. M
5. G
6. B
7. I
8. A
9. F
10. N
11. C
12. J
13. L
14. D
15. O

RESOURCES NEEDED:

What's My Job handout

Pencil or pen

CORE COMPETENCIES:

IX - Language Arts: E-2

X - Language Arts: E-2

GUIDANCE COMPETENCIES:

2, 3.

SPECIAL ADAPTATION: This activity could be used as a transparency in a class discussion. The vocabulary may need to be defined.

WHAT'S MY JOB?

Here are a few of the many jobs in the world today. Can you match the name of the job with its duties?

A. Eye doctor
B. Cashier
C. Florist
D. Hairdresser
E. Chemist
F. Pediatrician
G. Veterinarian
H. Actor
I. Lawyer
J. Telephone operator
K. Store manager
L. Forest ranger
M. Reporter
N. Secretary
O. Computer programmer

_____ 1. Works with chemicals to make medicine, fabric, fertilizer, and other things.

_____ 2. Is in charge of getting everything done in a store—ordering things, putting on prices, getting workers, balancing books, etc.

_____ 3. Plays a part in movies, a TV show, or a play.

_____ 4. Finds news and writes or tells about it in a newspaper or on TV and radio.

_____ 5. Takes care of sick animals.

_____ 6. Uses a cash register to total a bill; collects our money and gives us change.

_____ 7. Helps people get a fair trial, writes wills, handles divorces, and works with big companies.

_____ 8. Checks your eyes and gives you glasses if you need them.

_____ 9. A doctor who only treats children.

_____ 10. Types, answers the phone, keeps records, helps the boss.

_____ 11. Arranges and sells flowers and plants.

_____ 12. Makes long distance calls, connects calls, answers questions about how to use the phone.

_____ 13. Protects trees and animals in the forest.

_____ 14. Cuts and fixes hair, grooms fingernails; helps make people prettier.

_____ 15. Works with a computer to find answers much faster than the smartest person can find the answer.

SOURCE: *Career Education Manual for Counselors*, Career Education Office, (1984). St. Louis Public Schools, p.134.

Classroom Strategy with Handout

Area: **Career Planning and Exploration**

Category: **Planning and Developing Careers**

Classroom Strategy: **Rewards of Working**

PURPOSE: To encourage the students to examine their values and motivations for seeking employment.

DIRECTIONS:

The students rate the twenty statements according to the importance the statement holds in their occupational future. After rating the statements, have the students answer the two questions regarding their specific career choice. Discuss.

RESOURCES NEEDED:

Rewards of Working handout

Pen or pencil

CORE COMPETENCIES:

IX - Language Arts: E-3

X - Language Arts: E-3

GUIDANCE COMPETENCIES:

1, 2, 6, 7.

SPECIAL ADAPTATION: The twenty items in this activity could be reduced to ten items. The rating system could also be reduced to fewer choices, if necessary.

REWARDS OF WORKING

Rate the following statements with:

1 - Very important
2 - Important
3 - Neither important nor unimportant
4 - Unimportant
5 - Very unimportant

_____ 1. I want to do something that makes use of my abilities.

_____ 2. I want a job that could give me a feeling of accomplishment.

_____ 3. I want to be busy all the time.

_____ 4. I want a job that can provide an opportunity for advancement.

_____ 5. I could tell people what to do.

_____ 6. My pay would compare well with that of other workers.

_____ 7. I could try out some of my own ideas.

_____ 8. I could work alone on a job.

_____ 9. I could get recognition for the work I do.

_____ 10. I could make decisions on my own.

_____ 11. I want a job that would provide steady employment.

_____ 12. I could do things for other people.

_____ 13. I could be "somebody" in the community.

_____ 14. I could do something different every day.

_____ 15. The job would have good working conditions.

_____ 16. I would get weekends and holidays off.

_____ 17. I would not have to work any longer than eight hours a day.

_____ 18. I would get overtime pay for holidays or hours worked over my eight hours.

_____ 19. I would not be required to buy any tools or supplies; all are supplied.

_____ 20. I would like a job that is clean.

Now that you have decided what would be important for you in a job, what jobs would be right for you? Can you think of a job near that area that you might like?

_____

If not, what kind of job do you think you would not prefer? _____

_____

ADAPTED FROM: Ahrens, Marjorie. *Ideas for Activities*, Michigan Career Education Project, Wayne, MI, p. 8.

Classroom Strategy with Handout

Area: **Career Planning and Exploration**

Category: **Planning and Developing Careers**

Classroom Strategy: **Matching Skills and Abilities to Jobs**

PURPOSE: To help the student discover the skills and abilities necessary for certain occupations. This activity should stimulate thought regarding the student's own interests and abilities.

DIRECTIONS:

Look at each job or occupation and decide which of the skills and abilities would be helpful in performing the job. Put the appropriate letter in front of each job. Some letters will be repeated. Discuss other occupations with similar skills and abilities.

RESOURCES NEEDED:

Matching Skills and Abilities to Jobs handout

Pencil or pen

CORE COMPETENCIES:

IX - Language Arts: E-2

X - Language Arts: E-2

GUIDANCE COMPETENCIES:

2, 6.

SPECIAL ADAPTATION: The definitions of these occupations could be given to the students on a separate sheet, written on the board, or given verbally.

MATCHING SKILLS AND ABILITIES TO JOBS

Look at each job or occupation and decide which of the skills and abilities below would be helpful in performing the job. Put the appropriate letter in front of each job. Some letters will be repeated.

JOBS

_____ 1. Bookkeeper

_____ 2. Auto salesperson

_____ 3. Author

_____ 4. Watch repairperson

_____ 5. Senator

_____ 6. Astronaut

_____ 7. Architect

_____ 8. Newspaper reporter

_____ 9. Piano tuner

_____ 10. Fashion designer

_____ 11. Rock singer

_____ 12. Receptionist

_____ 13. Pro football player

_____ 14. Comedian

_____ 15. Priest

_____ 16. Pharmacist

_____ 17. Construction machinery operator

_____ 18. Beautician

_____ 19. Poultry farmer

_____ 20. FBI Agent

SKILLS AND ABILITIES

a. Artistic
b. Works well with numbers
c. Writes well
d. Musical talent
e. Good finger coordination
f. Ability to persuade
g. Ability to follow directions exactly
h. Should be a good listener
i. Ability to lift heavy objects
j. Makes a good first impression

SOURCE: *Career Education Manual for Counselors*, Career Education Office, (1984). St. Louis Public Schools, p. 135.

Classroom Strategy with Handout

Area: **Career Planning and Exploration**

Category: **Planning and Developing Careers**

Classroom Strategy: **Interview with a Worker**

PURPOSE: For students to utilize sources of information to investigate job opportunities.

DIRECTIONS:

This activity can be an in-class activity allowing students an opportunity to practice prior to the actual interview situation. Have student take the Job Interview Questionnaire to a worker in the area in which the student is interested. The student asks the worker the listed questions and records the responses using a tape recorder or in a written manner. The interviews may then be discussed in a class or group setting.

RESOURCES NEEDED:

Worker willing to be interviewed by student

Transportation for student to worker

Job Interview Questionnaire sheet

Pencil or pen

CORE COMPETENCIES:

IX - Language Arts: F-1, K-2, K-4

X - Language Arts: F-1, K-1, K-4

GUIDANCE COMPETENCIES:

1, 2, 3, 6, 7.

SPECIAL ADAPTATION: This activity may need to be modified to meet the needs of some students. The number of questions may need to be reduced and vocabulary modified.

JOB INTERVIEW QUESTIONNAIRE

Interview with a Worker

Name of occupation _____ Place of employment _____

DUTIES AND RESPONSIBILITIES OF THIS OCCUPATION

1. What do you do on a typical day in your job?
2. Did you do anything yesterday that was different from the day before? Last week? Last month?

ADVANTAGES OF THIS TYPE OF OCCUPATION

3. Why did you take this job?
4. What part of this job do you like best?

CONTRIBUTION OF THIS OCCUPATION TO OTHERS

5. Who depends on your work?

EFFECT OF ENVIRONMENTAL CHANGES ON THIS TYPE OF WORK

6. What experiences and training on this job might prepare you for another job should you ever want to change or need to change?
7. Are people with your kind of skills usually needed even when business may be bad?
8. What kinds of changes are taking place in this type of work?
9. Is your work at all seasonal? If so, when are you busiest? What do you do the rest of the year?
10. How many times did you change your mind about what you wanted to be before you went into this kind of work?

GEOGRAPHICAL AREA

11. Is this type of work limited to a geographical area. If so, please explain.

QUALIFICATIONS NEEDED FOR THIS KIND OF WORK

12. Education:
13. Training:
14. Experience:
15. License:
16. Union membership:
17. Personality Characteristics:
18. Abilities:

CLASSES IN JUNIOR HIGH AND HIGH SCHOOL THAT HELP IN THIS OCCUPATION

19. What classes did you take in junior high and high school that help you now in this type of work?

LEISURE ACTIVITIES:

20. How many hours a day do you have for leisure-time activities?
21. What are your leisure activities?
22. Did any of your leisure activities increase your ability to obtain this job or to help you to perform better on this job?

RECOMMENDATION TO YOUNG PEOPLE ENTERING THE JOB MARKET

23. What advice would you give to a person planning to enter this type of work?

SOURCE: Port, S. *Career Objective and Activity Handbook*, Whittier School District, Whittier, CA, p. 60-61.

Classroom Strategy with Handout

Area: **Career Planning and Exploration**

Category: **Planning and Developing Careers**

Classroom Strategy: **Career Exploration Survey Form**

PURPOSE: To help students learn more about themselves, identify careers to explore, and develop decision making and job seeking skills.

DIRECTIONS:

Read the opening paragraph to students. Encourage them to think about the questions on this sheet and answer honestly. Assistance may need to be given students while they are completing the open ended questions. Discuss their responses.

RESOURCES NEEDED:

Career Exploration Survey Form

Pencil or pen

CORE COMPETENCIES:

IX - Language Arts: E-2, F-1, F-2

X - Language Arts: E-2, F-1, F-2

GUIDANCE COMPETENCIES:

1, 4, 7.

SPECIAL ADAPTATION: Alternate appropriate career plans may need to be presented to students for further consideration.

CAREER EXPLORATION SURVEY FORM

Dear Student:

Please read this survey carefully. Please think about the questions and answer honestly. The more honest you are in answering, the more you will learn about yourself, to help you identify careers you should explore, and to help you in developing decision making and job seeking skills. As a result of this survey and other career activities that follow, you will become more aware of how school subjects you are taking now, such as English and Math, will be useful to you in the future, on the job, and in your every day life.

NAME _____ GRADE _____

DATE _____

WHAT SCHOOL SUBJECTS INTEREST YOU MOST?

1. _____
2. _____
3. _____
4. _____

WHAT HOBBIES OR INTERESTS DO YOU HAVE?

1. _____
2. _____
3. _____
4. _____

WHAT ABILITIES DO YOU THINK YOU HAVE? _____

CHECK THE CONDITIONS THAT YOU THINK WOULD BE IMPORTANT TO *YOU* IN A JOB:

_____ doing interesting work
_____ working with numbers
_____ working with ideas
_____ working with things
_____ working with people
_____ working outside
_____ working inside
_____ becoming famous
_____ making important decisions
_____ using a special skill
_____ having convenient hours
_____ working with people like you
_____ earning lots of money
_____ working for yourself
_____ working in a large company
_____ working slowly
_____ being creative
_____ using your hands
_____ doing routine work
_____ being a leader
_____ doing work that is easy
_____ working with deadlines
_____ having free time
_____ being told what to do
_____ working alone
_____ being honest
_____ living in a large city
_____ wearing a uniform
_____ performing for people
_____ doing a variety of things on the job
_____ living in another city
_____ having a chance to advance

AT THIS POINT IN YOUR LIFE, WHAT DO YOU SEE AS YOUR FUTURE GOALS?

_____

_____

IN WHAT AREAS WOULD YOU LIKE HELP—EITHER IN KNOWING YOURSELF BETTER OR IN CAREER PLANS? _____

_____

IF YOU HAD A CHANCE TO EXPLORE SEVERAL CAREERS IN DEPTH, WHAT WOULD THEY BE? _____

SOURCE: *Career Education Manual for Counselors*, Career Education Office, (1984). St. Louis Public Schools, p. 34.

Classroom Strategy

Area: **Career Planning and Exploration**

Category: **Planning and Developing Careers**

Classroom Strategy: **MO VIEW/Basic VIEW**

PURPOSE: Completion of MO VIEW or Basic VIEW will help the student learn about himself/herself relative to careers. Further, the student has the opportunity to learn of various careers and training programs/educational institutions.

DIRECTIONS:

Student will complete the MO VIEW or Basic VIEW workbook and the computer portion of VIEW. The student will meet with his/her counselor to review the results of this experience. This activity can be completed individually or in a group, depending on computer availability.

RESOURCES NEEDED:

MO VIEW Workbook

Basic VIEW Workbook

MO VIEW computer program

Basic VIEW computer program

Appropriate computer system with printer

CORE COMPETENCIES:

IX - Language Arts: D-9, E-2, F-2, J-1

X - Language Arts: D-9, E-2, F-2, J-1

GUIDANCE COMPETENCIES:

2, 3, 4, 5, 6, 7, 55, 58, 60.

SPECIAL ADAPTATIONS: Some students may need a small group or individual presentation of how to use VIEW. A peer tutor may be able to provide assistance to special needs students working on the computer.

Classroom Strategy with Handout

Area: **Career Planning and Exploration**

Category: **Planning and Developing Careers**

Classroom Strategy: **Occupational Facts Chart**

PURPOSE: To assist students in communication skills and research skills to obtain new information and career education.

DIRECTIONS:

Have students interview an individual or use reference materials to investigate a specific career using the handout and give an oral report describing the interview. Possible reference materials that could be used include Missouri VIEW, Chronicle Guidance Material, Choices, etc. Students may need instruction on how to use reference materials.

RESOURCES NEEDED:

Occupational Facts Chart handout

Pencil or pen

Person to be interviewed

Library or reference materials

CORE COMPETENCIES:

IX - Language Arts: D-1, D-3, D-4, D-6, E-2

GUIDANCE COMPETENCIES:

2, 3, 4, 6, 7.

OCCUPATIONAL FACTS CHART

Name: _____ Date: _____

1. Name of occupation investigated: _____
2. What kind of work is done? _____
3. Which does the work mainly involve? ( ) Things ( ) Data or ideas ( ) People
4. What does the work require?
   a. Education needed (kind and amount): a. _____
   b. Skills needed: b. _____
   c. Attitudes or interests needed: c. _____
   d. Other (fill in): d. _____
5. Your main strengths for this occupation: _____
6. Your main weakness for this occupation: _____
7. How suitable would the job be for you?
   ( ) not suited (don't have the same abilities or skills required)
   ( ) doubtful suitability (would be a below average member of the occupation)
   ( ) fairly suited (would be an average member of the occupation)
   ( ) well suited (would be a better than average member of the occupation)
8. How suitable would the required education be for you?
   ( ) not suited (would be a failing or uninterested student)
   ( ) doubtful suitability (would be a barely passing, mediocre student in this education)
   ( ) fairly well suited (would be an average student in this education)
   ( ) well suited (would be a superior student in this education)

SOURCE: Ahrens, Marjorie. *Ideas for Activities*, Michigan Career Exploration Project, Wayne, MI.

The Missouri Model for
Comprehensive Guidance Programs Curriculum Component

Area: **Knowledge of Self and Others**

Category: **Understanding and Accepting Self**

Competency Statements

8. I understand my values.
9. I understand, accept, and like myself, both physically and mentally.
10. I have confidence in myself.
11. I understand how my feelings affect my behavior.
12. I am able to state my own ideas.
13. I can handle personal difficulties.
14. I can deal with life when I feel down.

Suggested Activities for
The Missouri Model for
Comprehensive Guidance Programs Curriculum Component

Area: **Knowledge of Self and Others**

Category: **Understanding and Accepting Self**

Competency Statements Eight through Fourteen

8. I understand my values.

   ACTIVITIES

   A. Using values list, have students indicate those which are most important to them and then discuss their priorities.

   B. Discuss with students how values influence the choice of a career.

   C. Present situations involving decision making, values, and job implications.

9. I understand, accept, and like myself, both physically and mentally.

   ACTIVITIES

   A. Develop or choose a list of questions that are designed help students know themselves such as, "What are you most proud of about yourself?" and, "What is the silliest thing you have ever done?"

   B. Have students develop an advertisement or commercial to "sell" themselves and their best qualities.

   C. Read to students the IALAC Story (I am Loveable and Capable). Discuss the story. Location of this story can be found in the Resource section of this manual.

10. I have confidence in myself.

    ACTIVITIES

    A. Develop a "pride line" by having students make statements about things they have done for their parents, friends, or their own accomplishments.

    B. Use incomplete friendly sentence stubs such as, "I can help other people most by . . ." and, "One thing I could teach someone is . . ."

    C. Instruct the students to make a collage entitled "ME." Provide each student with a 12" x 18" sheet of thick construction paper or tagboard. They should collect and cut out pictures, words, and symbols that are representative of themselves: things they like to do, things they own or would like to own, places they have been or like to go, people they admire, etc. Display and discuss uniqueness and commonalities.

11. I understand how my feelings affect my behavior.

ACTIVITIES

A. Have students discuss how they might behave at home and on the job when feeling angry, sad, happy, proud.

B. Review with students the pitfalls stress may lead to such as alcohol, drugs, overwork, and panic.

C. Discuss appropriate ways to vent frustration, anger, and sadness. Help students become aware of inappropriate behavior and the consequences of that behavior.

12. I am able to state my own ideas.

ACTIVITIES

A. Use the "public interview" technique; have students get in pairs to interview and be interviewed. Example questions are, "What changes would you like to make to improve the school?" or "What new law would you like to see passed or existing law changed and why?"

B. Give students an opportunity to make a public affirmation (in a class or group setting) on a variety of values issues.

C. Do an exercise of incomplete sentences such as, "People are . . .", "I think I am . . .", and "People think I am . . ."

13. I can handle personal difficulties.

ACTIVITIES

A. Make students aware of the public and private referral agencies that may provide them with help or information.

B. Give students an opportunity to role play conflict situations, playing both sides and following steps to conflict resolution.

C. Discuss with students the "inappropriateness" of letting personal problems interfere with job duties.

14. I can deal with life when I feel down.

ACTIVITIES

A. Have a guest speaker from a local counseling agency or mental health organization. Review with students counseling resources available in the community.

B. Explain depression to students. Review definition, causes, types, symptoms, and treatment for depression.

C. Arrange for students to view filmstrips or videos on teenage depression. An example is "Teenage Blues: Coping With Depression," available through Sunburst Communications.

Classroom Strategy with Handout

Area: **Knowledge of Self and Others**

Category: **Understanding and Accepting Self**

Classroom Strategy: **All About You - Trait Checklist**

PURPOSE: To help the students learn more about their individual traits and how these traits reflect in their self-concept.

DIRECTIONS:

Have students read the list of traits and check mark the ones that they feel fit their self-image. Use an "X" to mark those that do not fit. Use a question mark to indicate the ones that they are unsure about. Discuss with the students the traits checked on their sheets. Is there a pattern? Are there some they would like to change?

RESOURCES NEEDED:

All About You - Trait Checklist

Pen or pencil

CORE COMPETENCIES:

Not applicable.

GUIDANCE COMPETENCIES:

8, 9, 11.

SPECIAL ADAPTATION: Caution! Care should be taken not to embarrass any student. Closure is very important in this activity so that students leave feeling good about who they are and what they can become.

ALL ABOUT YOU

Trait Checklist

Move quickly through the following list of traits. Use a check mark beside those that fit your self-image. Use an X to mark those that do not fit. Use a question mark (?) to indicate the ones that you are unsure about.

_____ Like myself

_____ Afraid of or hurt by others

_____ People can trust me

_____ Put up a good front

_____ Usually say the right thing

_____ Feel bad about myself

_____ Fearful of the future

_____ Dependent on others for ideas

_____ Waste time

_____ Use my talents

_____ Think for myself

_____ Know my feelings

_____ Don't understand myself

_____ Feel hemmed in

_____ Use time well

_____ Can't hold a job

_____ Trust myself

_____ Usually say the wrong thing

_____ Enjoy people

_____ Don't enjoy being the sex I am

_____ Discouraged about life

_____ Don't like to be around people

_____ Have not developed my talents

_____ Glad I am the sex I am

_____ Often do the wrong thing

_____ Involved in solving community problems

_____ People like to be around me

_____ Competent on the job

_____ People avoid me

_____ Disinterested in community problems

_____ Enjoy work

_____ Enjoy nature

_____ Don't enjoy work

_____ Control myself

_____ Enjoy life

_____ Trouble controlling myself

_____ Don't like myself

SOURCE: Ahrens, Marjorie. *Ideas for Activities*, Michigan Career Exploration Project, Wayne, MI.

Classroom Strategy with Handout

Area: **Knowledge of Self and Others**

Category: **Understanding and Accepting Self**

Classroom Strategy: **Twenty Things You Love to Do**

PURPOSE: This exercise is designed to help students discover what it is in life that they prize or cherish.

DIRECTIONS:

A. List on the provided page 20 things you love to do.

B. Complete the open ended questions on the next page.

C. On the Work Situations page, place a check in the column that best describes your feelings.

D. On the Work Values page, place a check after 5 values considered most important.

E. On the Personal Values page, list 5 personal values and rank order with number 1 being the most liked.

RESOURCES NEEDED:

Twenty Things You Love To Do (7 page handout)

Pencil or pen

CORE COMPETENCIES:

IX - Language Arts: F-1, F-2, G-1, G-2, J-1, K-1, K-3

X - Language Arts: F-1, F-2, G-1, G-2, J-1, K-1, K-3

GUIDANCE COMPETENCIES:

8, 9, 10, 12, 11

SPECIAL ADAPTATION: This strategy could be reduced to ten items instead of twenty. Special needs students may have a difficult time listing hobbies or positive experiences. This strategy can be completed over several days.

TWENTY THINGS YOU LOVE TO DO

If a job or career is going to satisfy and fulfill you, it will give you the opportunity to become involved in activities that you really like and have a special meaning to you. This exercise is to help you discover "what" it is that you prize or cherish in life.

DIRECTIONS: List twenty things you really love to do—big things or little things. You might list dancing, getting a paycheck, working on your car, helping a friend, playing ball, etc. It is perfectly all right to end up with more than twenty items, or fewer than twenty items. By the way, there are no "right" or "wrong" answers for this exercise. *Each person has to find his or her own values.*

To the side of your listed value mark whether you do the activity alone (A) or with people (P). Choose 5 from the 20 most important to you. Rate them with 1 being the most important.

20 Things You Love To Do	Alone (A) W/People (P)	Most Important
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		
16.		
17.		
18.		
19.		
20.		

TWENTY THINGS YOU LOVE TO DO

To really clarify this exercise you might look at your list as something which tells you a lot about you at this particular time in your life—as something that can help you learn about yourself. To help with this, complete one or more of these sentences:

1. I noticed that I . . .

2. I was surprised that I . . .

3. I was pleased that I . . .

This list and the sentences you completed may have many implications for the career choices you make.

WORK SITUATIONS

Below is a list of work situations. Your willingness to work in the following situations helps us learn more about what career is best for you. Place a check in the column that best describes your feelings.

Situations	Like	OK	Dislike
1. Performing tasks that change frequently			
2. Working under pressure-time, criticism			
3. Influencing people's opinions and attitudes			
4. Directing other people on what to do			
5. Helping people			
6. Working with objects, things, and tools			
7. Working with information, ideas or data			
8. Working with little supervision			
9. Performing tasks that are routine			
10. Performing tasks in a small area			
11. Moving about on the job			
12. Working mostly outside			
13. Working mostly inside			
14. Working in a quiet environment			
15. Working in an area with lots of people.			

WORK VALUES

Below are listed several work values. You are to place a check after those 5 values you consider the most important for you when you decide on a job.

Values	5 Important
1. Adventure - doing exciting or risky activities	
2. Authority - in charge of others	
3. Busy - work to do all the time	
4. Co-workers - easy people to work with	
5. Creative - able to use own ideas	
6. Fairness - policies and boss are fair	
7. Independence - work on your own	
8. Income - receiving a high pay	
9. Promotions - a chance to move up to a better job and/or higher pay	
10. Recognition - receiving respect from others	
11. Responsibility - making good decisions on my own	
12. Routine - same work tasks each day	
13. Security - steady employment	
14. Successful - getting a job done well	
15. Variety - different tasks each day	
16. Working conditions - attractive or good site.	

PERSONAL VALUES

You are to list 5 personal values you most would like to possess. Place them in rank order with number 1 being the one you would most like.

Values	Ranking
1. Ambitious - hardworking, aspiring	
2. Cheerful - lighthearted, joyful	
3. Clean - neat and tidy	
4. Dependable - trustworthy, reliable	
5. Forgiving - willing to pardon others	
6. Friendly - outgoing and likable	
7. Helpful - working for the welfare of others	
8. Honest - sincere and truthful	
9. Imaginative - daring and creative	
10. Independent - self-reliant and self-sufficient	
11. Loving - affectionate, tender	
12. Obedient - dutiful, respectful	
13. Polite - courteous, well-mannered	
14. Popular - known to all and respected	
15. Self-controlled - cool, self-disciplined.	

WRAPPING IT UP

Work Situation Likes

1. _____

2. _____

3. _____

4. _____

5. _____

Work Values Top 5

1. _____

2. _____

3. _____

4. _____

5. _____

Personal Values Rank Order

1. _____

2. _____

3. _____

4. _____

5. _____

SOURCE: Port, S. *Career Objective and Activity Handbook*, Whittier School District, Whittier, CA.

Classroom Strategy with Handout

Area: **Knowledge of Self and Others**

Category: **Understanding and Accepting Self**

Classroom Strategy: **What I Like to Do**

PURPOSE: This activity helps students examine what they are doing with their time and the motivation behind the activity.

DIRECTIONS:

Have students complete the questionnaire listing their current activities, reasons for doing them, and attitudes toward them. Discuss with students the pressure, from peers or family, they may feel to participate in school activities and nonschool activities. Question responses may be tape recorded instead of written. Prior discussion of the listed topics may help to formulate ideas.

RESOURCES NEEDED:

What I Like to Do handout

Pencil or pen

CORE COMPETENCIES:

IX - Language Arts: F-1, F-2, G-1, G-3, G-4, K-1, K-3, K-4

X - Language Arts: F-1

GUIDANCE COMPETENCIES:

8, 9, 10, 11, 12.

SPECIAL ADAPTATION: If students have no hobbies to list, discuss possible hobbies that may be appropriate for the students to become involved.

WHAT I LIKE TO DO

Part A

You have many activities - of different kinds - in your daily life. Some of them you like; others you don't like. On this sheet you can list your current activities, your reasons for doing them, and your attitudes toward them.

MY HOBBIES ARE:	**I HAVE CHOSEN THESE HOBBIES BECAUSE:**

MY FREE-TIME ACTIVITIES - THE THINGS I DO FOR FUN - ARE:	**I HAVE CHOSEN THESE ACTIVITIES BECAUSE:**

MY SCHOOL ACTIVITIES ARE:	**I HAVE CHOSEN THESE ACTIVITIES BECAUSE:**

SOME OF MY OTHER ACTIVITIES (FOR EXAMPLE, PART TIME JOBS, HELPING AT HOME) ARE:

Part B

Which of the activities that you listed in Part A do you like best? Why?

I LIKE THESE ACTIVITIES BEST:	**REASONS**
_____	_____
	_____
_____	_____
	_____
_____	_____

Which of the activities that you listed do you dislike? Why?

I DON'T LIKE THESE ACTIVITIES:	**REASONS**
_____	_____
	_____
_____	_____
	_____
_____	_____

Which of your activities give you the greatest feeling of accomplishment? Why?

I GET THE GREATEST FEELING OF ACCOMPLISHMENT FROM THE FOLLOWING ACTIVITIES:	**REASONS**
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

SOURCE: Ahrens, Marjorie. *Ideas for Activities*, Michigan Career Exploration Project, Wayne, MI.

Classroom Strategy with Handout

Area: **Knowledge of Self and Others**

Category: **Understanding and Accepting Self**

Classroom Strategy: **Abilities, Skills, and Interests**

PURPOSE: Help students become more aware of their abilities, skills, and interests.

DIRECTIONS:

Have students put a check mark beside any of the abilities, skills, and interests on the sheet which they feel they possess. Discuss the options available with what they have checked. Also discuss ways to improve in areas they feel weak or limited.

RESOURCES NEEDED:

Abilities, Skills, and Interests handout

Pencil or pen

CORE COMPETENCIES:

Not applicable.

GUIDANCE COMPETENCIES:

8, 10.

SPECIAL ADAPTATION: The students should leave this strategy with an enhanced self-concept. Be cognizant of the students' feelings during this strategy.

ABILITIES, SKILLS, AND INTERESTS

When you're trying to decide what kind of work you'd like to do it's important for you to know what abilities, skills, and interests you have. If you do, this should give you a better understanding of the kind of work you probably would look for—work where you can actually use these qualities.

Listed below are some abilities, skills, and interests. Put a check mark beside any of them which you feel you have.

_____ speak another language

_____ play a musical instrument

_____ write good letters

_____ good leader

_____ good at sports

_____ enjoy making things with my hands

_____ coordinated

_____ repair things quickly

_____ performing in public

_____ building things

_____ teach others

_____ good salesperson

_____ interested in science

_____ read and write well

_____ like to play with anything mechanical

_____ good at growing things

_____ enjoy working with animals

_____ good at helping others

_____ good artist

_____ interested in airplanes and flying

SOURCE: *Career Education Manual for Counselors*, Career Education Office, (1984). St. Louis Public Schools.

Classroom Strategy with Handout

Area: **Knowledge of Self and Others**

Category: **Understanding and Accepting Self**

Classroom Strategy: **Personal Coat of Arms**

PURPOSE: To help students understand more about themselves and goals and values.

DIRECTIONS:

Have students complete the Personal Coat of Arms by responding to each area and then discuss what impact their responses may have on their life. It may be helpful to show a completed Coat of Arms as an example. Discussion prior to activity may help to formulate ideas.

RESOURCES NEEDED:

Personal Coat of Arms handout

Pencil or pen

CORE COMPETENCIES:

IX - Language Arts: F-1, J-1, J-2, K-1

X - Language Arts: F-1, J-1, J-2, K-1

GUIDANCE COMPETENCIES:

8, 9, 10, 11, 12, 14.

PERSONAL COAT OF ARMS

1. List two things you do very well.

2. List the one place you most enjoy being.

3. List what you consider to be your greatest achievement in life.

4. List the three individuals who have influenced you most.

5. List the three things about you that you believe to be most important.

6. List the two major goals you have for the next two years.

7. List three words to describe how you see yourself in ten years.

SOURCE: *Career Education Manual for Counselors*, Career Education Office, (1984). St. Louis Public Schools.

Classroom Strategy with Handout

Area: **Knowledge of Self and Others**

Category: **Understanding and Accepting Self**

Classroom Strategy: **"Frustration is . . ."**

PURPOSE: To allow the students an opportunity to state their frustrations, discover new ways of dealing with them, and learn other individuals are suffering from their own frustrations.

DIRECTIONS:

Have students close their eyes and think of some of the frustrations they have been experiencing. Instruct the students to illustrate two of the frustrations by drawing a picture, image or words, on the provided paper. Discuss the feelings involved and ways to handle feelings and frustrations.

RESOURCES NEEDED:

"Frustration is . . ." handout

Pencil or pen

CORE COMPETENCIES:

IX - Language Arts: F-1

X - Language Arts: F-1

GUIDANCE COMPETENCIES:

13, 14.

"FRUSTRATION IS . . ."

This is an activity to help you discuss some of your frustrations. Close your eyes for a minute and think of some frustrations you have been experiencing lately. Examples are: "Frustration is forgetting your locker combination." "Frustration is calling your friend and getting a busy signal." Illustrate two of yours.

SOURCE: Ahrens, Marjorie. *Ideas for Activities*, Michigan Career Exploration Project, Wayne, MI.

Classroom Strategy with Handout

Area: **Knowledge of Self and Others**

Category: **Understanding and Accepting Self**

Classroom Strategy: **Feelings**

PURPOSE: To help students discover and clarify their feelings. You may provide a list of adjectives on the board to stimulate thought.

DIRECTIONS:

Have students complete each of the sentences with only one word. Words may not be used more than one time. After the students have finished the sheet, examine and discuss the variety of words used to describe their feelings. Discuss the common words in the class. The questions listed can be discussed orally or in a writing assignment.

RESOURCES NEEDED:

Feelings handout

Pencil or pen

CORE COMPETENCIES:

IX - Language Arts: F-1, F-2, G-1, G-2, K-1, K-3

X - Language Arts: F-1, F-2, G-1, G-2, K-1, K-3

GUIDANCE COMPETENCIES:

13, 14, 12, 11, 9.

FEELINGS

This is an activity to help you clarify your feelings. Complete each of the following thought starters with *only one word*. You may not use any word more than once. How many different words can you use to describe the way you feel?

When I am with a friend, I feel _____

and I usually _____

When I am alone, I feel _____

and I often _____

When I meet new people, I feel _____

and I usually _____

When I am with my family, I feel _____

and I often _____

When I am someplace I have never been before, I feel _____

and I usually _____

When I don't know what I want to do, I feel _____

and I often _____

When I am with people older than I am, I feel _____

and I usually _____

When I am with people younger than I am, I feel _____

and I often _____

When I have a problem I can't solve, I feel _____

and I usually _____

Some questions for discussion:

In each of the preceding situations, what needs are you trying to satisfy?

In what ways other than the one you listed might you have satisfied the same needs?

What resources were you using to satisfy your needs?

How did you handle your frustrations?

Give an example of a response you made recently in a frustrating situation.

SOURCE: Ahrens, Marjorie. *Ideas for Activities*, Michigan Career Exploration Project, Wayne, MI.

Classroom Strategy with Handout

Area: **Knowledge of Self and Others**

Category: **Understanding and Accepting Self**

Classroom Strategy: **Pie of Life**

PURPOSE: To help students examine and evaluate the time given to areas in their life.

DIRECTIONS:

Divide the circle according to how much time is spent in each of the listed activities in an average school day and label each slice. When that is completed discuss the following questions:

A. Are you satisfied with the sizes of your slices?

B. Is there anything you could do to change the sizes of any of your slices?

C. Draw your ideal pie.

It may be helpful to draw an example on the blackboard to illustrate a Pie of Life.

RESOURCES NEEDED:

Pie of Life handout

Pencil or pen

CORE COMPETENCIES:

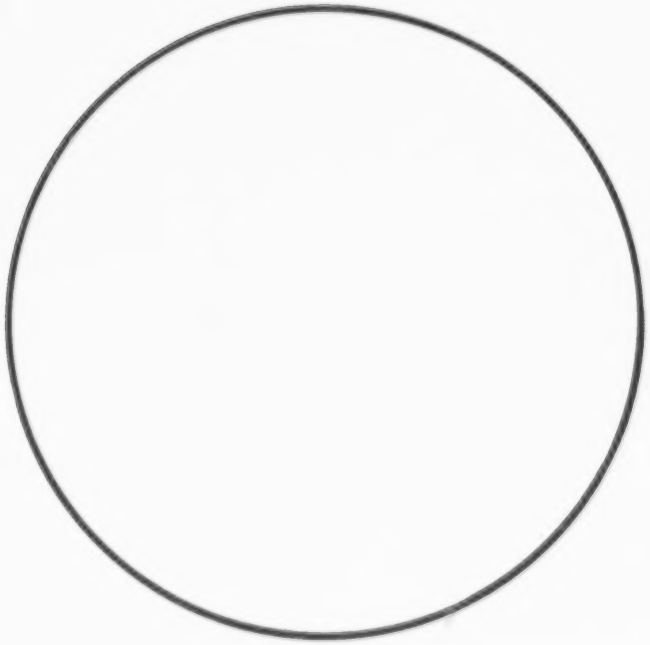
Not applicable.

GUIDANCE COMPETENCIES:

8, 9.

SPECIAL ADAPTATION: The divisions of the pie may be difficult for some students to visualize. It may be helpful to have "pie slices" available for students to trace.

PIE OF LIFE



Divide the circle according to how much time is spent in each of the following activities in an average school day and label each slice. There are 24 hours in your day to account for.

1. sleep
2. school
3. at work (job)
4. with friends
5. on homework
6. alone
7. on chores
8. with your family
9. other activities

A. Are you satisfied with the sizes of your slices?

B. Is there anything you could do to change the sizes of any of your slices?

C. On the back of this page, draw your ideal pie.

SOURCE: Port, S. *Career Exploration Handbook*, Whittier School District, Whittier, CA, p. 60.

Classroom Strategy

Area: **Knowledge of Self and Others**

Category: **Understanding and Accepting Self**

Classroom Strategy: **Ten Positive Characteristics**

PURPOSE: To develop the students' ability to emphasize and focus on their assets, to reinforce a good self-concept, and to increase self-confidence.

DIRECTIONS:

Have each student tear a sheet of paper into ten pieces and write one positive characteristic about himself/herself on each piece. When this is completed, have them read these to the group. The leader participates also. When everyone has shared these, discuss how they can be used on a job or in a job interview.

RESOURCES NEEDED:

Paper and pencil or pen.

NOTE: Because we are so accustomed to thinking of ourselves in negative terms, this may be a difficult exercise. Sufficient time should be used to allow for thinking about the positive characteristics. If an individual is unable to come up with ten, it is possible for the other members to help during the reporting.

CORE COMPETENCIES:

IX - Language Arts: F-1, F-2, G-2

X - Language Arts: F-1, F-2, G-1, G-2

GUIDANCE COMPETENCIES:

9, 10, 11.

SPECIAL ADAPTATION: Students may be encouraged to bring items in to the class to display their strengths. Class demonstrations allow students an opportunity to show their strengths.

The Missouri Model for
Comprehensive Guidance Programs Curriculum Component

Area: **Knowledge of Self and Others**

Category: **Understanding and Getting Along with Others**

Competency Statements

48. I can understand others.
49. I can get along with my family.
50. I know good ways of communicating feelings.
51. I can develop close and lasting friendships.
52. I can accept others as well as be accepted by them.
53. I respect other people whose views differ from mine.
54. I can talk to someone when I need to.

Suggested Activities for
The Missouri Model for
Comprehensive Guidance Programs Curriculum Component

Area: **Knowledge of Self and Others**

Category: **Understanding and Getting Along with Others**

Competency Statements Forty-eight through Fifty-four

48. I can understand others.

ACTIVITIES

A. Have students act out a variety of nonverbal messages using both body movements and facial expressions. Discuss mixed messages—how verbal statements are incongruent with body actions.

B. Teach concepts of good listening skills and how to use "I" messages.

C. Teach students how to interview other people by asking appropriate questions.

49. I can get along with my family.

ACTIVITIES

A. Videotape model families' interactions: "The Cosby Show," "Family Ties." Discuss the importance and benefits of family interaction.

B. Review and discuss techniques to improve family relationships (appreciation for others, communication skills, show affection, family togetherness events).

C. Allow students the opportunity to practice expressing their feelings in an acceptable manner. Discuss how their mood or another family member's mood may be altered due to external circumstances.

50. I know good ways of communicating feelings.

ACTIVITIES

A. Select appropriate role models for students to view through the use of videotaping a popular T.V. show such as "The Cosby Show" to show communication of feeling. Follow with discussion.

B. Review with students techniques for better communication such as consideration, allowing others the chance to express their views, restating what he/she thought was said, response to the person regarding feelings on what was said, and letting others know when something has been said that makes the student feel good.

C. Teach students the skills of active listening.

51. I can develop close and lasting relationships.

ACTIVITIES

A. Provide for class discussion about qualities looked for in a friend, behaviors that cause problems in friendships, and how to resolve friendship problems.

B. By using a technique such as Privacy Circles (Simon's Values Clarification) encourage students to think about their pattern of self-disclosure and self-containment in relation to their feelings, opinions, and actions.

C. Teach students the skill of active listening and the importance of keeping one's word.

52. I can accept others as well as be accepted by them.

ACTIVITIES

A. Discuss ways in which individuals differ and how those differences influence behavior. Educate students about handicapping conditions such as learning disabled, mentally retarded, physically impaired, etc.

B. Role play situations where two people disagree and are able to come to a compromise.

C. Use a variety of handicap awareness activities to illustrate the feelings and behaviors of a handicapped individual.

53. I respect other people whose views differ from mine.

ACTIVITIES

A. Provide various situations and for each situation provide various verbal responses which are designed to close communication and examples of verbal responses which are designed to keep communication open. Compare and discuss.

B. Discuss appropriate techniques to disagree with a job supervisor or co-worker and implications for handling disagreements in an inappropriate manner.

C. Role play situations with individuals of varying backgrounds, abilities, and interests. Discuss the concept of "frame of reference."

54. I can talk to someone when I need to.

ACTIVITIES

A. Inform students of public and private counseling agencies within the community.

B. Review with students the availability of the school guidance counselor.

C. Ask students to think about and discuss who they can turn to when they want to talk and the qualities this person possesses that makes them someone with whom they can confide.

Classroom Strategy with Handout

Area: **Knowledge of Self and Others**

Category **Understanding and Getting Along with Others**

Classroom Strategy: **How Well Do You Work with People?**

PURPOSE: To help students become aware of their ability to get along with other people.

DIRECTIONS:

Read aloud the listed questions and clarify any questionable terminology. Have students then answer the questions "yes" or "no". Examine closely with students the characteristics outlined in the questions. Discuss the impact these characteristics have on job retention.

RESOURCES NEEDED:

How Well Do You Work with People? handout

Pencil or pen

CORE COMPETENCIES:

IX - Social Studies: F-1, J-2

IX - Language Arts: K-3, K-4

X - Social Studies: F-1

X - Language Arts: K-3, K-4

GUIDANCE COMPETENCIES:

48, 52, 53.

HOW WELL DO YOU WORK WITH PEOPLE?

You can get some idea right now as to whether or not you will hold your job and get ahead. A great majority of people who fail to win promotional success or who lose their jobs or fail in business do so because: *They cannot get along with other people. They rub people the wrong way.*

YES ***NO*** **Just how well do you get along with other people?**

____ ____ 1. Are you *loyal* to your family, your friends, your school? (If so, you will likely be *loyal* to your employer—and loyalty is a must. If you find yourself *complaining* about your job, the hours, the pay, etc., then you should quit. If you don't quit, you will find that the job will soon quit you.)

____ ____ 2. Do you *admit* your mistakes? Do you "pass the buck"? (Admitting a mistake will make the boss think more of you than if you try to *cover up*.) The only people who don't make mistakes are people who don't do anything.

____ ____ 3. Are you careless about being on time? (*Punctuality* is expected. It may not win you any promotions, but a lack of it will certainly win you unemployment.)

____ ____ 4. Do you give the *impression* that you think the *world owes you a living*? (It doesn't you know.)

____ ____ 5. Do you grumble about the work you have to do? (Remember— you asked for the work.)

____ ____ 6. Can you accept *criticism*? (It is through mistakes that we learn—*IF* we correct the mistakes.)

____ ____ 7. Do you pass problems on for somebody else to solve? (You'd better watch out for this on the job—the ones who solve your problems may be the ones who get ahead instead of you.)

____ ____ 8. Are you loud and boisterous? (A calm, quiet manner is much more *effective* with everyone. "Easy does it.")

____ ____ 9. Do you show *appreciation* when someone does something for you? (Showing *appreciation* doesn't cost you a thing, and will open many doors to you.)

____ ____ 10. Do you waste time on *long-winded conversations*? (*Small talk* and *little people* are very close *travelling companions*.)

____ ____ 11. Do you keep your promises? (Making good on all your promises means you're *dependable*, and *dependable* people get ahead.)

SOURCE: St. Louis Career Education Center, *Career Education Manual for Counselors*. (1984). St. Louis, MO.

Classroom Strategy with Handout

Area: **Knowledge of Self and Others**

Category: **Understanding and Getting Along with Others**

Classroom Strategy: **Alternative Solutions**

PURPOSE: To provide students an opportunity to practice responding in a variety of ways to different human relations situations.

DIRECTIONS:

Divide into small groups or pairs and have students role play the situations with the alternative solutions. Discuss reactions and interactions.

RESOURCES NEEDED:

Situations with Alternative Solutions for Two or More Persons

CORE COMPETENCIES:

IX - Social Studies: F-1, J-2, L-1

IX - Language Arts: H-1, H-2, H-3, H-4, H-4, H-6, J-2, K-2, K-3

X - Social Studies: F-1

X - Language Arts: H-1, I-2, J-2, J-5, K-2, K-3

GUIDANCE COMPETENCIES:

40, 48, 49, 50, 53, 54.

SPECIAL ADAPTATION: The class may want to discuss other situations and alternative solutions to those situations. This is a good opportunity to discuss school rules, behavioral consequences, and peer pressure.

SITUATIONS WITH ALTERNATIVE SOLUTIONS FOR TWO OR MORE PERSONS

The alternative solutions might be used one at a time, introduced as instruction during the briefing. Evidence could be gathered on how effectively each one works out. They might be shared with the class, serve merely as background information for the teacher as he/she develops plans for the session, or be introduced into class discussion only after the participants perform their own creative solutions. The purpose of these series of alternatives is to provide a range of potential responses to each situation. There is no necessarily right or wrong solution to any situation.

1. You're talking to a friend about schoolwork when another friend phones to say that he (or she) is coming over. You know that the two friends don't like each other. What can you do?

   Possible solutions: (a) "Sorry, I'm busy right now. Can you come over tomorrow?" (b) Ask the friend who is there if he/she minds the other one coming over (if the friend is persistent about coming today). (c) "Wish you could come over but I've got to finish up what I'm doing now." (d) "Sorry, but so-and-so is here now and I know you don't like him/her very much. Can you come over tomorrow (or some other definite date)? I'd really like to get together."

2. You have to return a borrowed object that you broke. How do you do this?

   Possible solutions: (a) Apologize for it and offer to replace it. (b) Apologize for breaking it and, since you have no money right now, offer to make one like it, to replace it when you have some money, or to give something of your own to replace it. (c) Mend it before returning it and then apologize and ask if this is satisfactory.

3. What can you do when the classroom is very noisy?

   Possible solutions: (a) Ask the teacher if you can go to the library because you have work to do. (b) Stop making noise yourself. (c) Politely ask the noisiest pupils to be quieter. (d) See what is causing the noise and if it is unnecessarynoise ask someone to help you quiet the group. (e) Ask your friends to help you get the group quieter. (f) Think how the others feel and whether they would like you to ask them to be quiet.

4. A friend returns a library book charged out to you. His/her little sister or brother upset some water on the book, and it's ruined. What do you do?

   Possible solutions: (a) Accept it with no reference to what happened if he doesn't say anything about it. (b) Accept it with a nice joke about what happened. (c) If he/she explains, accept it with a remark to indicate you understand it could have happened to anybody. (d) Accept it, but ask if he/she will pay for the damage.

5. You want to draw a shy classmate into your project of working on a map.

   Possible solutions: (a) Suggest to the group that the shy person could help with some part of the project, get their backing, and then invite the shy one in. (b) Ask the shy one if he/she would like to help, not telling him what to do but asking what he/she would like to help you with. (c) Show the shy one that you need his/her help and ask him/her to give you a hand at the job.

6. You have a friend who is unsure of himself/herself and shows off and talks loud. How can you help him/her?

   Possible solutions: (a) Take him/her aside and tell him/her that you think he/she had a good idea, but that you don't think he/she put it over right. (b) Be interested in what he/she is talking about and try to find ways of making him/her more secure, as by telling him/her about something good that he/she did. (c) Build him/her up; ask others to try too. (d) Show that you like him/her. Show your feelings of friendship for him/her in front of others. You don't have to be so direct as to say, "I like Joe" when he/she's standing there, but you can back him/her up in something he/she does or wants. (e) Introduce another idea or get his/her attention before he/she has a chance to show off. Make him/her feel at home and wanted.

7. You've just been hit hard by a paper wad that was shot at you by another member of the class. If you tell the teacher, you may get beaten up after class; if you don't tell you may be hit by another paper wad. What can you do?

   Possible solutions: (a) Ask the other person to stop. (b) Tell the teacher but don't let anyone know you told. (c) Shoot a paper wad at the other person. (d) What other solutions can you think of?

8. You and two other classmates want the same book. What can you do?

   Possible solutions: (a) Take turns. (b) Have one read to two others, taking turns as readers. (c) Choose lots to see who should have it first; the other two get another book to read until it's their turn for this one. (d) Get another copy of the book. (e) Find something else to do. (f) Read it or look at it together.

9. One of the boys in the class has taken your pocketbook and hidden it. You think you know who it is, but when you ask him about it he says that he didn't take it. How can you get it back?

   Possible solutions: (a) Ask the other students who took it. (b) Look for it yourself. (c) Tell the teacher.

SOURCE: Ahrens, Marjorie. *Ideas for Activities*, Michigan Career Explorations Project, Wayne, MI.

Classroom Strategy with Handout

Area: **Knowledge of Self and Others**

Category: **Understanding and Getting Along with Others**

Classroom Strategy: **Responsibility - Taking Ownership of One's Feelings and Actions**

PURPOSE: To help students begin to understand they are responsible for their own behavior.

DIRECTIONS:

Role play script letting students experience both sides of the situation. After each scene, discuss the feelings involved and the hidden messages they felt were being given. Discuss how it is necessary to accept responsibility for and consequences of each individual's own behavior.

RESOURCES NEEDED:

Responsibility - Taking Ownership of One's Feelings and Actions handout

CORE COMPETENCIES:

IX - Social Studies: F-1, J-2, L-1

IX - Language Arts: H-1, H-3, H-6, I-2, J-2, J-5, K-1, K-2, K-3

X - Social Studies: F-1

X - Language Arts: H-1, H-5, H-6, I-2, J-5, K-1, K-2, K-3

GUIDANCE COMPETENCIES:

48, 49, 50, 53, 54.

SPECIAL ADAPTATION: The script may need to be rewritten with appropriate vocabulary for students.

RESPONSIBILITY—TAKING OWNERSHIP OF ONE'S FEELINGS AND ACTIONS

As used by people today, the word "responsibility" has several meanings. One is illustrated in this dialogue. An employer asked a prospective employee if he was a good worker. The man answered, "Yes, sir. Why, on my last job, every time something bad happened, they said I was responsible!" Another meaning is illustrated in these statements. A responsible person never drives without his/her driver's license. Always turn out the lights when you are the last person to leave a room.

However, the word "responsibility" as used in this activity has a quite different meaning. It means taking ownership for one's own feelings and actions. When you exclaim, "You make me so mad!" you are failing to acknowledge that you chose to be angry. By refusing to accept ownership for your feeling, you contribute to your sense of helplessness.

Instead of being made angry, you have made yourself angry. To a greater extent than is generally recognized, a person has the freedom to select the feeling and the action with which he responds to another's behavior. Suppose someone tries to provoke you into a fight by insulting you in front of others. You can choose to get angry, you can make fun of the insult, or you can ignore both the person and the insult.

What does this discussion about responsibility (response-ability) have to do with one's behavior? One who takes ownership of his/her actions and feelings is in a position to not only change or control those feelings, but to change the situation as well. This person is no longer helpless or acted upon. His/her behavior is no longer determined by others, but becomes increasingly self-guided, by selecting the responses that will be of the most benefit to both himself/herself and others.

Here is a fictional example of a typical household argument:

Teenager: Can I have the car tonight?
O

Parent: Where are you going?
X

Teenager: Oh, wow! Do we have to go through that third-degree stuff every time I
O ask for the car? You're always making me feel like a kid. (Putting O feelings onto X.)

Parent: You don't have to antagonize me. I merely asked because I like X to
X know where you are and, after all, it's my car. (X chooses to feel antagonized.)

Teenager: You and your precious car tee me off. I'll get a ride with someone else. (O
O chooses to be teed off.)

The argument on the previous page is a typical stalemate. But what if the participants take ownership of their feelings, which is a change in their responses? The dialogue might go something like this:

Teenager: (T) Can I have the car tonight, Mom?

Parent: (P) Where are you going?

Teenager: (T) I'll gladly tell you, but I want you to know I feel you don't trust me when you ask that all the time. (By stating T's feelings responsibly, T makes it impossible for P to say: "You don't have to antagonize me.")

Parent: (P) It's not that I don't trust you. I ask because I care about you and where you go. And, by the way, it is my car.

Teenager: (T) That's another thing. I feel you care more about what happens to the car than about me. I'm only going to the library, anyhow.

Parent: (P) I didn't know you felt that way, but you're wrong. Of course I'd be inconvenienced if anything happened to the car, but I'd be devastated if anything happened to you.

Teenager: (T) Mom, I appreciate your concern, but I'm a good driver.

Parent: (P) I know you are, but I worry anyhow. I guess knowing where you are helps me worry a little less.

Teenager: (T) I see that, I guess. Well, can I have it?

Parent: (P) Yes, if you're going to the library. What time will you be home?

WATCH OUT!! HERE GOES ROUND 2 IF YOU'RE NOT CAREFUL!

Teenager: (T) (Decides to play it straight.) It closes at 9:30, but I'd like to stop off at M's, so I probably won't be back before 11:00.

Parent: (P) All right, but try to stick to that. I'll be frantic if it's midnight and no you.

Teenager: (T) I understand that, Mom, and thanks. I'll try my best to get in by 11.

SOURCE: Ahrens, Marjorie. *Ideas for Activities*, Michigan Career Exploration Project, Wayne, MI.

Classroom Strategy with Handout

Area: **Knowledge of Self and Others**

Category: **Understanding and Getting Along with Others**

Classroom Strategy: **People Change, So People Change Jobs**

PURPOSE: To illustrate to students how people change occupations as their interests and situations change.

DIRECTIONS:

Have students interview one older family member or friend regarding jobs they have held and the reason for changing jobs. Discuss with the students how most people have three different careers in their lifetime. Encourage students to think about the future careers they might have.

RESOURCES NEEDED:

People Change, So People Change Jobs handout

Pencil or pen

Person for student to interview

CORE COMPETENCIES:

IX - Language Arts: H-1, H-2, H-3, H-4, H-5, H-6, K-1, K-2, K-3, K-4

X - Language Arts: H-1, H-2, H-3, H-4, H-6, K-4

GUIDANCE COMPETENCIES:

48, 49, 52, 53, 54.

PEOPLE CHANGE, SO PEOPLE CHANGE JOBS!

Interview an older family member or friend.

Fill in the following chart with:
1. Their name
2. Some jobs they have had
3. Reasons why they changed jobs

Name	Some jobs he or she has had . . .	Reasons why he or she has changed jobs . . .

Did you know that the average person has three different careers in his/her lifetime?

What three careers do you think you might have?

SOURCE: Ahrens, Marjorie. Ideas for Activities. Michigan Career Exploration Project, Wayne, MI.

Classroom Strategy with Handout

Area: **Knowledge of Self and Others**

Category: **Understanding and Getting Along with Others**

Classroom Strategy: **Character Counts, Too!!**

PURPOSE: To help students become able to identify their own work qualities and relate those qualities to the development of a working relationship with an employer.

DIRECTIONS:

Read aloud with students the listed questions and explain any questionable terminology. Have the students read each question and answer honestly "yes" or "no". Discuss the consequences of having a majority of yes's or a majority of no's.

RESOURCES NEEDED:

Character Counts, Too!! handout

Pencil or pen

CORE COMPETENCIES:

Not applicable.

GUIDANCE COMPETENCIES:

48, 49, 52, 53.

SPECIAL ADAPTATION: This list of twenty-four could be reduced to a lesser number appropriate for the abilities of the students. The vocabulary may also need to be modified.

CHARACTER COUNTS, TOO!!

Employers know that a job applicant is a poor risk, no matter how well trained and experienced he/she may be, unless he/she is honest, dependable, industrious, able to get along with others, and willing to learn on the job. Employers have found that most people fail on a job not because they lack technical skills but because they lack desirable character and personality traits. What kind of an employee will you make? You can take stock of yourself right now and find out. Here are some questions to ask yourself. Answer them honestly and see how you rate.

_____ 1. Do you have a willingness and desire to learn new skills and new ways of doing things?

_____ 2. Are you neat in your personal appearance and work habits?

_____ 3. Are you punctual (on time)?

_____ 4. Can you apply yourself to a job without being easily bored or distracted?

_____ 5. Can you adapt to new and unexpected situations easily?

_____ 6. Can you work under pressure, when necessary, without becoming nervous and upset?

_____ 7. Do you have confidence in your abilities?

_____ 8. Are you emotionally stable, capable of taking things in your stride?

_____ 9. Have you enough initiative to be able to work on your own?

_____ 10. Are your job plans in keeping with your own capacities and the opportunities employers have to offer?

_____ 11. Do you have a sense of duty and responsibility?

_____ 12. Are you reliable? Can you be depended on to do a job satisfactorily?

_____ 13. Can you gain the friendship and respect of co-workers?

_____ 14. Can you cooperate with co-workers?

_____ 15. Can you cooperate with supervision and management?

_____ 16. Can you follow directions willingly and without argument because you respect authority?

_____ 17. Can you understand instructions and carry them out accurately?

_____ 18. Can you accept criticism without feeling hurt?

_____ 19. Can you work without constant supervision?

_____ 20. Do you ask questions about things you don't understand?

_____ 21. Can you complete a job once you start it?

_____ 22. Are you a pleasant person to work with?

_____ 23. Do you like people?

_____ 24. Are you friendly and congenial?

If you answered "yes" to most of the above questions, you have the makings for a good employee—all you need are the necessary skills and training. On the other hand, if you answered "no" to more than a few, these are your weak spots, the things about you that can be improved—the time to start improvement is NOW!!

SOURCE: Ahrens, Marjorie. *Ideas for Activities*, Michigan Career Exploration Project, Wayne, MI.

Classroom Strategy with Handout

Area: **Knowledge of Self and Others**

Category: **Understanding and Getting Along with Others**

Classroom Strategy: **Dealing with Emotions**

PURPOSE: To help students acquire and apply interpersonal skills.

DIRECTIONS:

Distribute Dealing with Emotions handout and ask students to check the categories which best indicate how they usually deal with anger. Discuss the guidelines given for handling anger in an appropriate manner. Define and explain "I" messages. (See glossary for definition.)

RESOURCES NEEDED:

Dealing with Emotions handout

Pencil or pen

CORE COMPETENCIES:

IX - Social Studies: F-1, J-2, L-1

IX - Language Arts: H-1, H-3, H-4, H-5, H-6, I-2, J-5, K-1, K-3

X - Social Studies: F-1

X - Language Arts: H-1, H-3, H-4, H-5, H-6, J-5, K-1, K-3

GUIDANCE COMPETENCIES:

49, 50, 52, 53, 54.

SPECIAL ADAPTATION: Vocabulary may need to be clarified. Role modeling and discussion are very effective tools in this strategy.

DEALING WITH EMOTIONS

It's all right to be angry.

Check the categories below that indicate how you usually handle your anger.

_____ Lose your "cool" and lash out at the other person

_____ Withdraw

_____ Say nothing

_____ Cry

_____ Overapologize, feel inadequate, say, "I'm sorry"

_____ Say something humorous but continue to burn inside

_____ Go blank

_____ Talk, talk, talk but say nothing

_____ Stand up for yourself without putting anyone else down

To handle anger assertively, follow these guidelines:

Use "I" messages. Say "I really feel angry when you do things like that" not "You are so stupid for doing that." No one likes to feel that he or she doesn't count for much as a person, so making others responsible for your anger or downgrading them because you feel angry only intensifies the problem. In other words, *own your own feelings*.

Try to be sure that your statements are nonevaluative. Say "I'd prefer it if you would . . ." not "You are awful because you . . ."

Acknowledge that you hear the other person (instead of listening only to your angry feelings).

Sometimes it may not be enough to ask another person for something. You may have to point out specific behaviors that are different from what was promised or expected. Say "As I recall, you were going to . . . but you haven't. Has something happened?"

SOURCE: Ahrens, Marjorie. *Ideas for Activities*, Michigan Career Exploration Project, Wayne, MI.

The Missouri Model for
Comprehensive Guidance Programs Curriculum Component

Area: **Knowledge of Self and Others**

Category: **Knowing How Drugs and Alcohol Affect Me and My Friends**

Competency Statements

67. I know the physical and mental effects of drugs and alcohol.
68. I know the penalties of drug and alcohol use.
69. I know how to help a friend who has a problem with drugs or alcohol.
70. I know where to find help for alcohol and drug problems.
71. I can handle pressure from by friends related to the use of drugs and alcohol.

Suggested Activities for
The Missouri Model for
Comprehensive Guidance Programs Curriculum Component

Area: **Knowledge of Self and Others**

Category: **Knowing How Drugs and Alcohol Affect Me and My Friends**

Competency Statements Sixty-seven through Seventy-one

67. I know the physical and mental effects of drugs and alcohol.

ACTIVITIES

A. Invite a guest speaker such as a physician, Alcoholics Anonymous member, Students Against Drunk Drivers representative, or Mothers Against Drunk Drivers representative to discuss reality issues of drugs and alcohol.

B. Obtain and disseminate free materials, brochures, and books on drug and alcohol abuse.

C. Arrange a bulletin board display exhibiting information on drug and alcohol abuse.

68. I know the penalties of drug and alcohol use.

ACTIVITIES

A. Invite a guest speaker such as a police officer, judge, or juvenile officer.

B. Arrange a field trip to a correctional institution.

C. Provide students with the pamphlet *Drugs and Driving: Why Take the Risk?* available through Superintendent of Documents, Government Printing Office, Washington, DC 20402-9325.

69. I know how to help a friend who has a problem with drugs or alcohol.

ACTIVITIES

A. Let students practice saying "No" to drugs and alcohol.

B. Invite as a guest speaker representatives from Alateen, Alanon, or a local Students Against Drunk Drivers chapter.

C. Discuss ethical issues in trying to help someone with a chemical dependency problem.

70. I know where to find help for alcohol and drug problems.

ACTIVITIES

A. Provide students with information regarding the facilities and agencies which provide chemical dependency care.

B. Review with students the role of the school guidance counselor.

C. Inform students of the Alcoholics Anonymous organization and principles on which it is built. Make available to students the phone number in your local area to find out about meeting dates and places.

71. I can handle pressure from by friends related to the use of drugs and alcohol.

ACTIVITIES

A. Discuss peer pressure and self-concept and the role they play in drug and alcohol abuse.

B. Role play situations allowing students the opportunity to practice saying "No" to drugs and alcohol.

C. Make available to students the *Just Say "No" Series* of illustrated guides offering suggestions to the student on how to handle peer pressure in saying "no" to drugs. The series is available through Superintendent of Documents, Government Printing Office, Washington, DC 20402-9325.

Classroom Strategy with Handout

Area: **Knowledge of Self and Others**

Category: **Knowing How Drugs and Alcohol Affect Me and My Friends**

Classroom Strategy: **Psychological and Physical Effects of Various Blood Alcohol Concentration Levels**

PURPOSE: To educate students on the relationship between the number of drinks, the blood alcohol concentration, and the psychological and physical effects on the body.

DIRECTIONS:

Distribute Psychological and Physical Effects of Various Blood Alcohol Concentration Levels chart to students and discuss the relationship between the number of drinks, blood alcohol concentration, and the effects on the body and its reactions. Have students match the effects column of the second chart with the number of drinks and blood alcohol concentration.

RESOURCES NEEDED:

Psychological and Physical Effects of Various Blood Alcohol Concentration Levels chart

CORE COMPETENCIES:

Not applicable.

GUIDANCE COMPETENCIES:

67, 68.

SPECIAL ADAPTATION: The vocabulary in this activity may not be appropriate for some students. The number of drinks may need to be directly related to the psychological and physical effects on the body in simpler terminology.

Psychological and Physical Effects of Various Blood Alcohol Concentration Levels*

Number of drinks**	Blood alcohol concentration	Psychological and physical effects
1	0.02-0.03%	No overt effects, slight feeling of muscle relaxation, slight mood elevation.
2	0.05-0.06%	No intoxication, but feeling of relaxation, warmth. Slight increase in reaction time, slight decrease in fine muscle coordination.
3	0.08-0.09%	Balance, speech, vision, and hearing slightly impaired. Feelings of euphoria. Increased loss of motor coordination.
4	0.11-0.12%	Coordination and balance becoming difficult. Distinct impairment of mental facilities, judgement, etc.
5	0.14-0.15%	Major impairment of mental and physical control. Slurred speech, blurred vision, lack of motor skill. Legal intoxication in all states (0.15%).
7	0.20%	Loss of motor control—must have assistance in moving about. Mental confusion.
10	0.30%	Severe intoxication. Minimum conscious control of mind and body.
14	0.40%	Unconsciousness, threshold of coma.
17	0.50%	Deep coma.
20	0.60%	Death from respiratory failure.

*For each one-hour time lapse, 0.015% blood alcohol concentration, or approximately one drink.

**The typical drink—three-fourths ounce of alcohol—is provided by:

- a shot of spirits (1½ oz of 50-percent alcohol—100-proof whiskey or vodka);
- a glass of fortified wine (3½ oz of 20-percent alcohol);
- a larger glass of table wine (5 oz of 14-percent alcohol);
- a pint of beer (16 oz of 4½-percent alcohol).

SOURCE: Guidano, W. & Dusek, D. (1980). *Drug education*. Addison-Wesley Publishing Co., Reading, Mass., p. 71.

Classroom Strategy with Handout

Area: **Knowledge of Self and Others**

Category: **Knowing How Drugs and Alcohol Affect Me and My Friends**

Classroom Strategy: **Alcohol's Effects on the Brain**

PURPOSE: To educate students regarding the effects alcohol has on the brain and central nervous system.

DIRECTIONS:

Distribute Alcohol's Effects on the Brain handout and discuss the regions of the brain affected by alcohol. Discuss the central nervous system functions affected by alcohol.

RESOURCES NEEDED:

Alcohol's Effects on the Brain handout

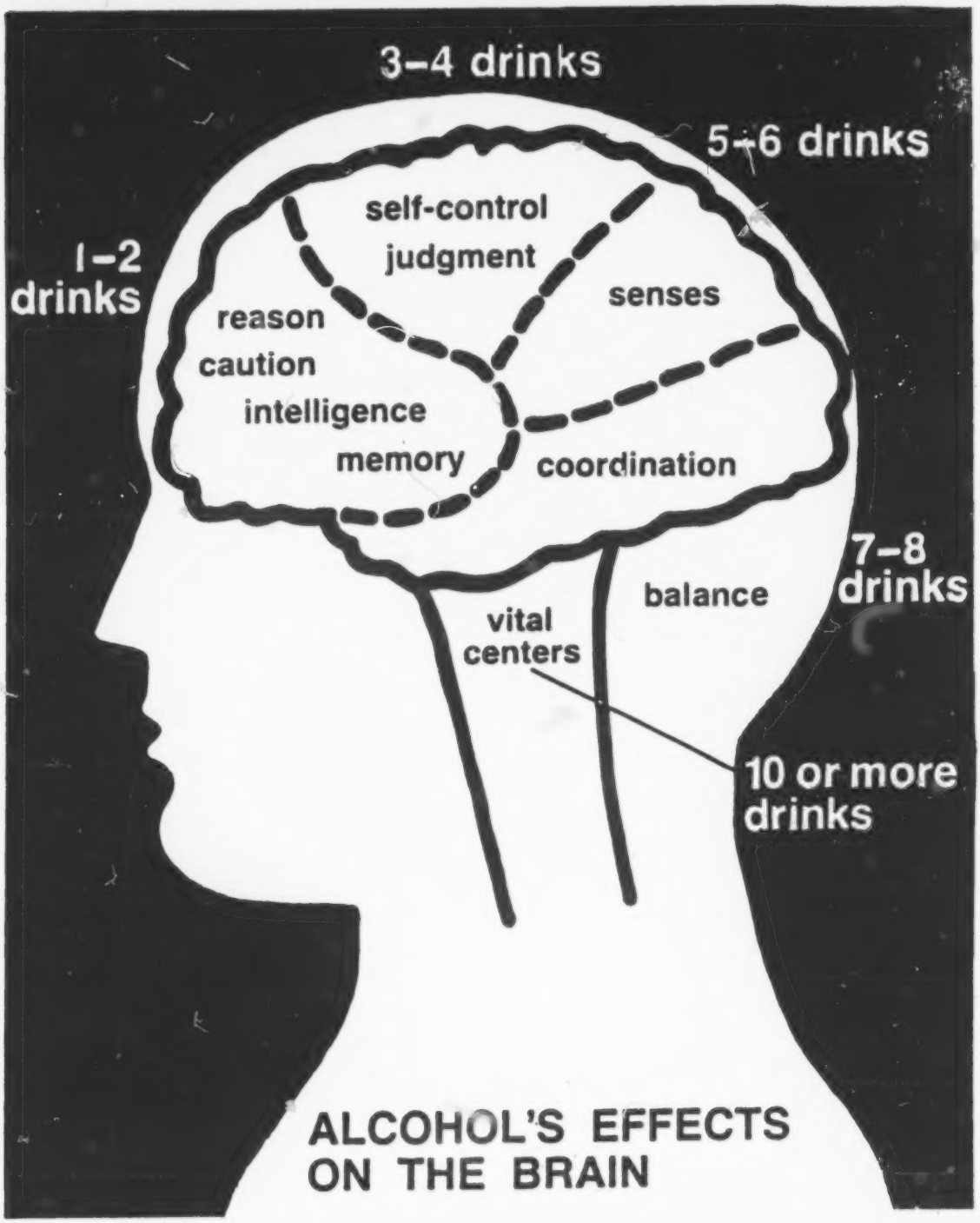
CORE COMPETENCIES:

Not applicable.

GUIDANCE COMPETENCIES:

67, 68.

SPECIAL ADAPTATION: The discussion in this activity needs to be modified to the level of understanding of the students.



SOURCE: Guidano, W. & Dusek, D. (1980). Drug education. Addison-Wesley Publishing Co.

Classroom Strategy with Handout

Area: **Knowledge of Self and Others**

Category: **Knowing How Drugs and Alcohol Affect Me and My Friends**

Classroom Strategy: **What Kind of Drinker are You?**

PURPOSE: This activity can be used to assess problem drinking in a student or someone a student may know.

DIRECTIONS:

Distribute questionnaire sheet to students. Allow student an opportunity to read the questionnaire and silently answer the questions regarding their own drinking behavior, as well as other family members or friends. Discuss strategies to help problem drinkers.

RESOURCES NEEDED:

What Kind of Drinker are You? handout

CORE COMPETENCIES:

Not applicable.

GUIDANCE COMPETENCIES:

67, 69, 71.

WHAT KIND OF DRINKER ARE YOU?

_____ 1. Do you think and talk about drinking often?

_____ 2. Dc you drink more now than you used to?

_____ 3. Do you sometimes gulp drinks?

_____ 4. Do you often take a drink to help you relax?

_____ 5. Do you drink when you are alone?

_____ 6. Do you sometimes forget what happened while you were drinking?

_____ 7. Do you keep a bottle hidden somewhere—at home or at work—for quick pick-me-ups?

_____ 8. Do you need a drink to have fun?

_____ 9. Do you ever just start drinking without really thinking about it?

_____ 10. Do you drink in the morning to relieve a hangover?

SOURCE: Guidano, W. & Dusek, D. (1980). *Drug education*. Addison-Wesley Publishing Co., Reading, Mass., p. 58.

The Missouri Model for
Comprehensive Guidance Programs Curriculum Component

Area: **Educational/Vocational Development**

Category: **Preparation for Finding Jobs**

Competency Statements

29. I know what employers expect of applicants and employees.
30. I can complete job application forms properly.
31. I know what to do during a job interview.
32. I can develop a resume (personal information sheet for employers).
33. I know where and how to start looking for a job.

Suggested Activities for
The Missouri Model for
Comprehensive Guidance Programs Curriculum Component

Area: **Educational/Vocational Development**

Category: **Preparation for Finding Jobs**

Competency Statements Twenty-nine through Thirty-three

29. I know what employers expect of applicants and employees.

    ACTIVITIES

    A. Invite a personnel manager to speak with the class about employers needs and expectations.

    B. Let students set up a "classroom company" and role play positions and job responsibilities.

    C. Discuss with students general employability skills appropriate for any job.

30. I can complete job application forms properly.

    ACTIVITIES

    A. Have students complete a variety of job applications, if necessary, using a personal data form complete with pertinent information on the student.

    B. Discuss with students the importance of the application being legible. If necessary, provide students with a typewriter or another writer to complete the form.

    C. Have employer come into class, go through completed applications, make comments, and choose 2-3 students he/she would interview based upon applications.

31. I know what to do during a job interview.

    ACTIVITIES

    A. Role play interviews having the students critique the interviews with positive and negative factors. The interviews could be videotapes or cassette tapes allowing the students to critique themselves.

    B. Invite a personnel manager or representative from Division of Employment Security to speak with the class about positive and negative factors in an interview. Have the personnel manager role play interviews with students and help students to critique the interviews.

    C. Hold group discussions centered around teacher made and student made interview case problems.

32. I can develop a resume (personal information sheet for employers).

ACTIVITIES

A. Assist students in developing a personal data sheet with pertinent information that can be transferred to a resume.

B. Teach students how to write job objectives and goal statements appropriate for a resume.

C. Teach students how to properly present on their resume their skill training and education.

33. I know where and how to start looking for a job.

ACTIVITIES

A. Invite a representative from Employment Security to discuss with the students the services offered by government agencies.

B. Invite the vocational placement coordinator or vocational counselor to discuss with the students job sources and techniques.

C. Have students contact 2-3 working friends or friends of parents in order to discover part of the "hidden job market."

Classroom Strategy with Handout

Area: **Educational/Vocational Development**

Category: **Preparation for Finding Jobs**

Classroom Strategy: **Letter Writing**

PURPOSE: To assist the student in understanding and being able to implement various steps necessary to obtain employment.

DIRECTIONS:

Discuss with students how to write the appropriate letters to possible employers in preparation for finding jobs. Have students write their own sample letters. Students may need a lot of individual assistance with each letter.

RESOURCES NEEDED:

Sample letters of application, thank you, acceptance, and decline

CORE COMPETENCIES:

IX - Language Arts: F-1, F-2, G-1, G-2, G-3, G-4, G-5, G-6, G-7, G-8, G-10

X - Language Arts: F-1, F-2, G-1, G-2, G-3, G-4, G-5, G-6, G-7, G-10

GUIDANCE COMPETENCIES: 29.

SPECIAL ADAPTATION: If possible, provide a typewriter for students to utilize while completing this strategy. A cooperative agreement with a typing or business teacher using this as a dual assignment may also be arranged.

THANK YOU LETTER AFTER AN INTERVIEW

121 Good Citizen Lane
Somewhere, MO 33333
March 1, 19—

Mr. Robert Brown
Director of Personnel
First United Bank
444 E. Central
Anytown, Missouri 44444

Dear Mr. Brown:

Thank you so much for taking time from your busy schedule to interview me for the position of Teller Trainee at First United Bank. As you will remember, I will be graduating from Somewhere High School in May, 19—, and have taken many business related courses in high school.

As we discussed in the interview, I will be available for work immediately after graduation. Thank you for considering me for this position. If you need further information, my address is listed above and my telephone number is (222) 555-1212. I am looking forward to hearing from you soon.

Sincerely,

Joseph R. Doe

LETTER OF ACCEPTANCE

121 Good Citizen Lane
Somewhere, MO 33333
July 12, 19—

Ms. Sarah Stone
Personnel Specialist
First United Bank
444 E. Central
Anytown, Missouri 44444

Dear Ms. Stone:

Thank you for offering me the position of Teller Trainee with First United Bank. I am delighted to be joining your staff at a starting salary of $11,250 per year. I am looking forward to working with my fellow employees and learning all I can about banking.

I shall report as agreed on July 19, 19— at 8:00 A.M. Thank you again for the opportunity.

Sincerely,

Jane L. Doe

LETTER OF APPLICATION

121 Good Citizen Lane
Somewhere, MO 33333
March 1, 19—

Mr. Robert Brown
Director of Personnel
First United Bank
444 E. Central
Anytown, Missouri 44444

Dear Mr. Brown:

Ms. Mary Smith, my counselor at Somewhere Senior High School, has informed me that your bank has an opening for the position of Teller Trainee. I am very interested in such a position.

I shall graduate from Somewhere High, Somewhere, Missouri on May 25, 19—.

I have taken several business education classes such as accounting and bookkeeping, and I have completed three years of mathematics. With my experience as a cashier at McKing Hamburger Restaurant, my educational background, and my personal interest in this occupational area, I believe that I would qualify for the Teller Trainee position.

I am enclosing my resume for your inspection. My telephone number is (222) 555-1212. I will look forward to hearing from you.

Sincerely,

Joseph R. Doe
Enclosure

NO THANK-YOU LETTER

June 30, 19—

Ms. Sarah Stone
Personnel Specialist
First United Bank
444 E. Central
Anytown, Missouri 44444

Dear Ms. Stone:

Thank you for the opportunity to discuss the position of Teller Trainee at First United Bank. At the same time that you asked me to consider this position, I received an offer from Bank of Missouri which seems to fit my career goals more closely. I appreciate your interest in me and the time that you spent with me. Thank you for your consideration.

Sincerely,

Joseph R. Doe

SOURCE: *Career Education Manual for Counselors*, Career Education Office, (1984). St. Louis Public Schools, p. 73.

Classroom Strategy with Handout

Area: **Educational/Vocational Development**

Category: **Preparation for Finding Jobs**

Classroom Strategy: **Why Employees Lose Their Jobs**

PURPOSE: To increase the students employability skills.

DIRECTIONS:

Discuss with students the reasons employers state employees lose their jobs. Relate these reasons to their vocational or school program. Distribute to students the handout with reasons stated and follow with discussion and question/answer session.

RESOURCES NEEDED:

Why Employees Lose Their Jobs handout

CORE COMPETENCIES:

IX - Language Arts: H-1, H-4, H-6

X - Language Arts: H-1, H-4, H-6, H-7

GUIDANCE COMPETENCIES:

29.

SPECIAL ADAPTATION: Due to the vocabulary, discussion is very important in this strategy. Role playing may be helpful for illustration.

WHY EMPLOYEES LOSE THEIR JOBS

TROUBLEMAKERS: the constant complainer, the person who picks fights or arguments, and the person who instigates fights among other workers costs employers in wasted time, sometimes damaged materials or equipment, and even helps to create dangerous situations. The easiest way to eliminate trouble is to eliminate the troublemaker.

CHRONIC ABSENTEEISM OR TARDINESS: the employers pays the employee to work because he/she needs to have the work completed. When an employee is often late or absent, work does not get done. Most employers can understand legitimate illness, but the employee who always has an excuse not to work, and even worse, the employee who does not call in when he/she is going to be late or absent is soon an ex-employee.

IRRESPONSIBILITY: the employee who does not worry about whether or not the job is done correctly, who is unreliable, who cannot be trusted to complete a job if the boss is not around, costs the employer money. Workers who cost employers money do not get to stay around for long.

DISLOYALTY: the employee who constantly complains and bad mouths the boss and/or the company to others is not proud of where he/she works and is not a good advertisement for his company. Usually, employees who are dissatisfied with their working conditions either need to try to work within the company to make changes or leave before they are fired.

FALSE STATEMENTS: the employee who lied on the job application about specific information or who lied during the interview may be fired, even if the truth does not become known for several years after the employee has been hired. Businesspersons feel that an individual who would lie on an application or during an interview, may lie about other things and cannot be trusted.

CARELESSNESS: the careless worker can be dangerous to himself/herself and to others. In non-dangerous situations, the careless worker can cause excessive waste of materials and equipment that costs the employer money.

DISHONESTY: the person who steals material or merchandise will obviously be fired, but a person is also a thief who steals extra time on breaks and who pretends to look busy when work is completed so that he/she will not be assigned more work to do.

INABILITY TO FOLLOW DIRECTIONS: the worker who cannot or will not follow the supervisor's instructions is usually replaced. The person who becomes angry when given instructions and who cannot control displeasure in a mature way creates tension for himself/herself and for others. If a person is known to disregard directions when not watched, the supervisor spends extra time watching him/her to make sure the job is done correctly. To eliminate this wasted time, the employee is discharged.

INABILITY TO OBEY RULES: the employee who feels that rules were made for other people can anger fellow employees by trying to get by with things the others are not allowed to do. The employee who does not obey the rules gives the impression that he/she thinks he/she is better than other workers. Most companies have rules for a purpose and the employee who decides not to obey endangers his/her own life and possibly others.

SOURCE: *Career Education Manual for Counselors*, Career Education Office, (1984). St. Louis Public Schools, p. 74.

Classroom Strategy with Handout

Area: **Educational/Vocational Development**

Category: **Preparation for Finding Jobs**

Classroom Strategy: **Needs Interview Questionnaire**

PURPOSE: To help students clarify their vocational goals

DIRECTIONS:

Have students complete the Needs Interview Questionnaire and then discuss their responses. The questions may need to be read to students prior to their completing the form.

RESOURCES NEEDED:

Needs Interview Questionnaire

CORE COMPETENCIES:

IX - Language Arts: F-1, F-2, G-1, K-1, K-2, K-3, K-4

X - Language Arts: F-1, F-2, G-1, K-3, K-4

GUIDANCE COMPETENCIES: 31.

SPECIAL ADAPTATION: A tape recorder may be used to record students' responses.

NEEDS INTERVIEW QUESTIONNAIRE

_____ _____
Student Name Date

_____ _____ _____
Age Grade

1. Do you plan to continue your education or training beyond high school? Please explain. _____

_____

2. Would you consider moving away from home to get the training or education you need? _____

3. After you finish high school or training, what kind of a job could you get where you presently live? _____

4. How far would you be willing to move away from home to find work? _____

_____

5. What would be the ideal work setting for you? Would you prefer to work in the country, city, in an office, outside, etc.? _____

_____

6. Do you have any physical limitations or problems that should be considered in choosing a career/job? _____

7. What kind of work would you like to be doing five years from now? _____

_____

8. What kind of people do you like to work with? _____

9. Will you be able to move up to a better job? _____

10. What kinds of clothes would you like to wear to work? _____

11. How will you get to work? _____

12. How far would/could you travel to work each day? _____

13. On the job do you like to work in one place, or do you prefer to move around? _____

14. Are there things about a job that are particularly important to you? _____

_____

15. Are there any special holidays during which you cannot work? _____

_____

* Question numbers do not indicate a preferred/required order of presentation nor do the questions exclude coverage of other related topic areas.

SOURCE: *Arizona Model for Vocational Assessment*: A procedural guide. (1982). Tucson, AZ: University of Arizona, College of Education, p. 23.

Classroom Strategy with Handout

Area: **Educational/Vocational Development**

Category: **Preparation for Finding Jobs**

Classroom Strategy: **Job Portfolio**

PURPOSE: To help students in developing their own job portfolio.

DIRECTIONS:

Distribute to students the handout explaining what a job portfolio is and what information needs to be included. Assist students in gathering the needed information.

RESOURCES NEEDED:

Job Portfolio handout

Students need access to personal information to be included in portfolio

CORE COMPETENCIES:

Not applicable.

GUIDANCE COMPETENCIES:

29, 30, 31, 32, 33.

SPECIAL ADAPTATION: Vocabulary may need to be clarified or modified.

JOB PORTFOLIO

Webster's Dictionary defines a Portfolio as a case or holder for important papers. When applying for a job, there are several important items that you should carry with you and placing them in a Portfolio will keep them organized and handy.

*** WHAT BELONGS IN A PORTFOLIO?**

* Your Social Security Card

* A copy of your birth certificate (especially important if you need to prove you are old enough to work)

* Your high school diploma or certificate

* Your Resume

* Your Report Card (if you have good grades and if it will show that you have good attendance)

* Any other items that will indicate your character, achievements, or talents

For example:

Awards or certificates you have received from school, church, or club activities

Boy Scout or Girl Scout Merit Badges mounted and labeled as to what you did to earn them

Samples of your work (EX.: If you are applying for a job that requires artistic talent, you may wish to bring a sample of your artwork as long as it is small and portable and would not be too awkward to carry)

*** WHAT DOES A PORTFOLIO LOOK LIKE?**

This is up to you. If you are carrying a few papers, a clean folder is sufficient. If you have samples of your work, you may need a small carrying case. It is important to remember that the Portfolio can assist in helping you convince an employer that you are worth hiring. A neat, clean Portfolio that is well organized tells the employer that you are a neat, clean, well organized person.

SOURCE: *Career Education Manual for Counselors*, Career Education Office, (1984). St. Louis Public Schools, p. 74.

Classroom Strategy with Handout

Area: **Educational/Vocational Development**

Category: **Preparation for Finding Jobs**

Classroom Strategy: **Preparing a Resume**

PURPOSE: To increase the students employability skills by enhancing their job searching techniques.

DIRECTIONS:

Review with students the ingredients of a good resume and have them write their own practice resume. The needed information can be taken from the job portfolio activity. Students may need a lot of individual attention completing this activity.

RESOURCES NEEDED:

Sample Resume

Preparing a Resume instruction sheet

Typewriter (optional)

Pen

CORE COMPETENCIES:

IX - Language Arts: E-1, E-2, F-1, F-2, G-1, G-3, G-4, G-5, G-6, G-7, G-10

X - Language Arts: E-1, E-2, E-6, F-1, F-2, G-1, G-3, G-4, G-5, G-6, G-7, G-10

GUIDANCE COMPETENCIES: 32.

SPECIAL ADAPTATION: Students may need extended time to complete their resume. Peer tutors may be used to assist in the typing of the resumes.

PREPARING A RESUME

Every student should have a working resume by the time he/she leaves school. A copy in the counselor's file might also be of help when working with job placement.

The special student or dropout's resume may simply be a work history. The more advanced student, however, might need a more complete one for a specific job, program, or school.

It is imperative that the counselor be able to assure himself/herself that each of his/her counselees has met the resume requirement. While this topic is covered in many programs and classes, especially communication skills classes and Career Education classes, the responsibility of making sure *every* student has the opportunity to compose one lies primarily with the counselor. A sample resume is found on the next page.

Remind your students that a resume:

- should be neatly typed and complete;
- should be accurate;
- can be hand carried or mailed;
- should include a cover letter explaining why the student has written and asking for an interview appointment.

A sample cover letter is included later in this section. The counselor should also refer to the lesson developing a resume in the Career Preparation manual.

• SAMPLE RESUME

(PERSONAL INFORMATION):

Name

Address

City-State-Zip

Social Security Number

Telephone Number (000) 000-0000
(Be sure to include the area code, even when applying for local jobs)

Date of Birth

Height

Weight

Marital Status

Children (Number)

Optional Information - Use only if you think it will enhance your chance to get the job.

(EDUCATIONAL INFORMATION):

High School - Years attended and date of graduation
(If you have not graduated, include *specific* titles of courses that would relate to the job for which you are applying)

College/Trade or Technical School

Special courses you may have taken

For all schools listed above, be sure to include the name, address, and phone number including area code along with the years attended and date of graduation.

(WORK EXPERIENCE):

List places of employment in *reverse* chronological order, starting with the LAST place you worked, going backwards to the first. If you have had several different types of job, you may wish to use the ones that demonstrate skills that would apply to the particular job you are applying for now. If you have not worked before, do not forget to include such jobs as babysitting, mowing lawns, or others that you have received pay for doing. If you have worked as a *volunteer* at a hospital or elsewhere, do not forget to list these experiences in the work experience section. For all work experiences, remember to include:

Name & Address of Company, zip code

Title of Job you had

Your Duties on the job

Dates of employment (For Example: January, 1981 to August, 1981)

(SPECIAL ACTIVITIES OR ORGANIZATIONS):

List organizations and titles (Ex.: President, Soldan High School Glee Club; member, Southwest High basketball team in 1980 and 1981.)

(SPECIAL SKILLS):

List skills that might be helpful (Ex.: Type 50 w.p.m.; I speak fluent French)

(REFERENCES):

List references or state, "References furnished upon request". If you use references, be sure to include Name, Title, Work Address, and Work Phone Number. BE SURE TO ASK PERMISSION BEFORE YOU USE A PERSON'S NAME AS A REFERENCE!!!!

THIS IS A SUGGESTED OUTLINE OF A RESUME THAT WILL SHOW YOUR QUALIFICATIONS FOR A JOB. PLEASE BE BRIEF. A RESUME SHOULD BE NO MORE THAN TWO PAGES LONG.

SOURCE: *Career Education Manual for Counselors*, Career Education Office, (1984). St. Louis Public Schools, p. 65.

Classroom Strategy with Handout

Area: **Educational/Vocational Development**

Category: **Preparation for Finding Jobs**

Classroom Strategy: **Pre-employment Inquiry Guide**

PURPOSE: To help students to be educated and prepared with appropriate responses to employer inquiries.

DIRECTIONS:

Discuss with students the guidelines on information included on applications and in interviews. Allow the students an opportunity to practice (written or orally) appropriate responses to employment inquiries.

RESOURCES NEEDED:

Pre-employment Inquiry Guide

CORE COMPETENCIES:

Not applicable.

GUIDANCE COMPETENCIES:

29, 31, 33.

SPECIAL ADAPTATION: This may need to be presented as a transparency.

PRE-EMPLOYMENT INQUIRY GUIDE

The Missouri Commission on Human Rights issued the following guidelines for employers. These guidelines affect the information that should and should not be included on applications and during interviews and can be used to determine what should be included in a resume. Students need to be aware of what is permissible to ask prior to employment. Students also need to be advised to handle applications and interviews tactfully if improper questions are asked. They may need to consider how important the job is to them and whether or not a company that breaks rules prior to employment may also break them after employment. Students need to think about how to tactfully decline answering unnecessary questions. Interviewers have stated that incomplete applications are usually discarded without discussion, therefore, explain students that if they choose to leave out certain information on an application, they need to write NOT APPLICABLE or some statement to show that they have not just overlooked the question. Students may also need to explain during the interview why they have not included the information.

IN REFERENCE TO:	IT IS *NOT* DISCRIMINATORY TO INQUIRE ABOUT:	IT *MAY* BE DISCRIMINATORY TO INQUIRE ABOUT:
1. Name	Whether applicant has ever worked under a different name.	The original name of an applicant whose name has been changed legally.
2. Birthplace and Residence	Applicant's place of residence, length of residence in Missouri, and/or city where the employer is located.	Birthplace of applicant, birthplace of applicant's parents, birth certificate, naturalization, or baptismal certificate.
3. Creed or Religion		Applicant's religious affiliation, church, parish, or religious holidays observed.
4. Race or Color	General distinguishing characteristics such as scars, etc.	Applicant's race or color of applicant's skin.
5. Photographs		Photographs with application or after interview, but before hiring.
6. Citizenship	Whether the applicant is in the country on a visa which permits him to work or is a United States citizen.	Whether the applicant is a citizen of a country other than the United States.

IN REFERENCE TO:	IT IS *NOT* DISCRIMINATORY TO INQUIRE ABOUT:	IT *MAY* BE DISCRIMINATORY TO INQUIRE ABOUT:
7. National Origin		Applicant's lineage, ancestry, national origin, descent, parentage, or nationality. Nationality of applicant's parents or spouse.
8. Language	Language applicant speaks and/or writes fluently.	Applicant's mother tongue. Language commonly used by applicant at home.
9. Relatives	Names of relatives already employed by the company. Name and address of person to be notified in an emergency.	Name and/or address of any relative of applicant.
10. Organizations	Applicant's membership in any union, professional, or trade organization.	All clubs, social fraternities, societies, lodges, or organizations to which the applicant belongs where the name or character of the organization indicates the race, color, creed, religion, national origin, sex, or ancestry.
11. References	Names of persons willing to provide professional and/or character references for applicant.	The name of applicant's pastor or religious leader.
12. Sex and Family Composition		Sex of applicant. Dependents of applicant.
13. Arrest Record	Number and kinds of convictions.	The number and kinds of arrests of an applicant unless related to job performance.
14. Height and Weight		Any inquiry into height and weight of applicant, except where it is a bonafide occupational requirement.

**NOTE:* Many questions which may be discriminatory *prior* to employment, such as proof of age or photographs, are acceptable after a person has been hired.

Persons who believe that they have been discriminated against may contact: Equal Employment Opportunity Commission (EEOC), 625 N. Euclid, St. Louis, MO 63108 PH. (314) 425-6585.

SOURCE: *Career Education Manual for Counselors*, Career Education Office, (1984). St. Louis Public Schools, p. 75-76.

Classroom Strategy with Handout

Area: **Educational/Vocational Development**

Category: **Preparation for Finding Jobs**

Classroom Strategy: **The Interview**

PURPOSE: To assist students in preparing for a job interview by reviewing with them appropriate responses in an interview situation.

DIRECTIONS:

Allow students an opportunity to role play the interview situation. Critique the students on appropriate technique and manner in an interview. Review with students the "Job Interview Hints" handout and discuss.

RESOURCES NEEDED:

Job Interview Hints and Sample Interview Questions

Students paired to respond to one another

CORE COMPETENCIES:

IX - Language Arts: D-1, D-4, D-6, J-1, J-2, J-3, K-1, K-2, K-3, K-4

X - Language Arts: D-1, D-4, D-6, E-1, E-2, K-1, K-2, K-3, K-4

GUIDANCE COMPETENCIES: 31.

SPECIAL ADAPTATION: Students may need extended time to work through this stragegy.

THE INTERVIEW

The interview is one area that is often neglected. It is important that students develop good interviewing skills. The more comfortable and confident they are during the interview, the better their chances of getting a job.

The extent and type of activities pertinent to the interview will depend largely on the students' grade level. Activities may include:

Role playing

Motion picture or sound filmstrips dealing with interviews

Actual interviews by outside resource persons

Lessons dealing with interviews

Interviews done by school personnel

Supplementary audiovisual materials are available from the St. Louis Public Schools Career Resource Center, St. Louis Public Library and St. Louis County Library. (For further information see the Career Resource & Community Resources sections of this handbook.)

PREPARING STUDENTS FOR THE INTERVIEW

Encourage students to take a positive attitude toward the interview, to look on it as a chance to meet and make a good impression on a potential employer, and to judge whether the job being offered meets the student's own expectations. Remind the student that although it is he/she who is being interviewed, he/she should look on the meeting as a chance to find out more about the company and employer as well.

POST-INTERVIEW

Encourage students not to be discouraged if they have not been offered the job for which they have applied. Remind them that they need not have been at fault; many times the job is given to the more qualified person although other candidates have been impressive. Suggest students look on the interview as a learning experience and discuss with them areas for improvement in their own presentation. You might want to review with them the "Hints" on the following pages and ask if there are any areas in which they themselves might have fallen down. A role-play with you of the interview would also be helpful, with each of you taking turns acting out the employer's and candidate's parts. This encourages the student to examine his/her own attitude and the interviewer's attitude. This can be followed up with a role-play of a future or hypothetical interview, with the student conducting herself/himself as he/she hopes he/she will.

SOURCE: *Career Education Manual for Counselors*, Career Education Office, (1984). St. Louis Public Schools, p. 70.

JOB INTERVIEW HINTS

1. Research the employer in advance so that you can tell the interviewer what you know about the company and why you are interested in working there.
2. Be courteous when you call for an appointment for the interview. Plan what you want to say in advance so that you can talk confidently.
3. Visit the worksite a few days before the interview so that you can observe where the entrance is, where you should park, and how most employees are dressed.
4. Prepare to dress conservatively for the interview; try to look business like. Do not wear jeans, but do not overdress as if you were going to a party or as if you have so much money that you do not really need the job.
5. Make sure your resume and job portfolio will give a good picture of your skills, abilities, and talents.
6. Plan to arrive 10-15 minutes early the day of the interview to take into account any unexpected delays and to give yourself time to relax before the interview.
7. Make sure you know the name of the person who is going to interview you.
8. Observe the following DO's and DON'Ts:

   DO knock before entering an office if the door is closed.

   DO smile and shake hands with the interviewer as you enter the office.

   DO be courteous to the receptionist or secretary if you have to wait awhile before interviewing.

   DO wait for the interviewer to tell you where to sit before you sit down.

   DO look at your interviewer when either of you is speaking.

   DO have a specific job in mind when asked for which job you are applying.

   DON'T smoke during the interview.

   DON'T chew gum or candy during the interview.

   DON'T lie about your abilities, school record, or previous jobs. (If you are caught, you may lose you job even if you get one.)

   DON'T look for sympathy, everyone *needs* the job. Why would the employer need you?

   DON'T give negative opinions of your previous supervisor or employer.

* * REMEMBER:

The employer is more interested in what you can do *for* the company than what the company can do for you.

Thank the interviewer at the end of the interview for spending time with you and ask if you can call in a few days to learn the status of your application.

Call and/or write a thank you to the interviewer. This keeps your name fresh in the interviewer's mind, demonstrates your communication skills, and shows your initiative.

If the interviewer said that there were no openings at this time, but to check back later, DO NOT FORGET TO CHECK BACK.

SOURCE: *Career Education Manual for Counselors*, Career Education Office, (1984). St. Louis Public Schools, p. 71.

PRACTICING THE JOB INTERVIEW

THESE QUESTIONS MAY BE ASKED IN A JOB INTERVIEW. WHAT WOULD YOU SAY?

1. What can I do for you?
2. Tell me about yourself.
3. Why are you interested in this company?
4. What qualifications do you possess that would make you an asset to us?
5. What are your future vocational plans?
6. How important is money to you?
7. What is the minimum you would accept?
8. What have you learned from any past work experience?
9. Why did you leave your last job?
10. What aspects of this job appeal to you most? Least?
11. Why did you take your last job?
12. Did you get along with your previous boss?
13. Did you get along with your co-workers?
14. Do you prefer working alone or with others?
15. Are you willing to relocate to another city?
16. Could you have made better grades in school?
17. Do you plan to continue your education?
18. What has been the high point in your life?
19. What do you want to be doing ten years from now?
20. How much do expect to earn ten years from now?

SOURCE: *Career Education Manual for Counselors*, Career Education Office, (1984). St. Louis Public Schools, p. 71.

Classroom Strategy with Handout

Area: **Educational/Vocational Development**

Category: **Preparation for Finding Jobs**

Classroom Strategy: **Interviewing Techniques**

PURPOSE: To enhance the students' career and vocational development.

DIRECTIONS:

Have students role play an interview situation. Assign roles of job applicants, secretary, and employer. Have three to four students check in with the secretary and complete a job application while waiting. Employer individually interviews students using questions provided while other students watch and critique using the "Interview Rating Form." Discuss and offer suggestions for improving interview techniques.

RESOURCES NEEDED:

Questions a Personnel Manager Might Ask an Applicant

Tape recorder (optional)

Video recorder (optional)

Desk or table setting

Rating the applicant definitions

Interview Rating Form

CORE COMPETENCIES:

Not applicable.

GUIDANCE COMPETENCIES:

29, 30, 31.

SPECIAL ADAPTATION: Vocabulary may need to be clarified or modified.

QUESTIONS A PERSONNEL MANAGER MIGHT ASK AN APPLICANT

About Yourself:

Tell me something about yourself.
What are your best subjects in school?
How old are you?
What is your Social Security Number?

About Your Skills:

What skills do you have?
Do you type? How fast?
Can you operate a cash register?

About Your Past Jobs:

Where have you worked before?
How did you do on these jobs?
How was your attendance on your last job?
How long were you there?
What tasks did you do there?
How did you get along with fellow workers and with your boss?

Others:

Name three references and tell their occupations.
How is your health?
How will you get to and from work?
Why do you think you should be hired?
Do you have any questions?

SOURCE: Port, S. *Career Objective and Activity Handbook*, Whittier, CA, p. 123.

RATING THE APPLICANT

1. Write in the number of points you think the applicant deserves for each item on the rating form.

2. Add up the numbers to get an overall rating.

3. Check the word or words that best describe the applicant's chances for getting the job.

4. The list below shows the questions you should ask yourself as you rate each applicant.

Grooming - Does the applicant look neat and clean?

Clothes - Are the applicant's clothes suitable for the interview?

Posture - Does the applicant stand and sit straight, without slouching?

Manners - Is the applicant polite?

Language - Is the applicant's way of speaking suitable for the interview?

Eye and Body Control - Does the applicant sit still and look straight at the interviewer during most of the interview?

Attitude - Does the applicant seem to think well of himself or herself, without being a bragger?

Personality - Is the applicant cheerful and friendly?

Interview Skills - Does the applicant listen carefully and answer all questions fully? Does he or she ask important questions?

Motivation - Does the applicant seem to really want the job?

Preparation - Did the applicant prepare well for the interview?

Qualifications - Does the applicant seem to have the skills, training, and background needed for the job?

Potential - If hired, do you think this person would do well on the job?

Source: Port, S. *Career Objective and Activity Handbook*, Whittier, CA: Whittier School District, p. 125.

INTERVIEW RATING FORM

Scoring: Very Good = 15, Good = 10, Fair = 5, Poor = 0

ITEM	*SCORE*	*SCALE*
Grooming		181-195
Clothes		Very Good
Posture		131-180
Manners		Good
Language		
Eye and Body Control		66-130
Attitude		Fair
Personality		
Interview Skills		0-65
Motivation		Poor
Preparation		
Qualifications		
Potential		
TOTAL		

SOURCE: Port, S. *Career Objective and Activity Handbook*, Whittier School District, p. 126.

Classroom Strategy with Handout

Area: **Educational/Vocational Development**

Category: **Preparation for Finding Jobs**

Classroom Strategy: **Job Survival Skills Criterion Check List**

PURPOSE: To help students understand the necessary criteria for successful job placement.

DIRECTIONS:

Teachers may share this checklist with students before and after units on career development are taught. The completed checklist provides students and teachers with information on the vocational maturity of the students. This information may also be shared with parents.

RESOURCES NEEDED:

Job Survival Skills Criterion Check List

Information on student

CORE COMPETENCIES:

Not applicable.

GUIDANCE COMPETENCIES:

29, 30, 31, 33.

JOB SURVIVAL SKILLS
CRITERION CHECK LIST

Developed by Glendale Union High School District

COMPETENCIES	NOT DONE AT ALL	DONE WELL	MODIFICATIONS NEEDED	COMMENTS
Area: **Knowledge of Getting a Job**				
A. Job Services				
1. Has visited Department of Employment Security				
2. Has visited Employment Offices				
3. Has knowledge of possible employment in area				
4. Reading the Want Ads				
a. locating ad in paper				
b. selecting suitable ad				
c. interprets job vocabulary				
B. Making Initial Contact				
1. Uses telephone correctly				
2. Can locate job site				
3. Introduces self properly				
4. Contacts personnel manager				
C. Job Applications				
1. Has social security card				
2. Has pen available				
3. Knows references				
4. Knows how to fill in properly				
5. Knows address and telephone number				
6. Knows how to fill in W4 form				
7. Understands vocabulary				
8. Writes neatly				
D. Job Interview				
1. Proper dress				
2. Proper grooming				
3. Knows how to present self				
a. good eye contact				
b. good posture				
c. speaks clearly				
d. proper manners				

	COMMENTS	MODIFICATIONS NEEDED	DONE WELL	NOT DONE AT ALL
E. Job Requirements				
1. Aware of skills required				
2. Aware of own strengths				
3. Aware of own weaknesses				
4. Has work experience				
F. Aware of Resources for Assistance				
1. Division of Vocational Rehabilitation				
2. Area School Skill Center				
3. Good Will Industries				
4. Job Service				
5. JTPA/PIC Councils				
6. Coop Programs in High School				
Area: **Job Survival Skills**				
A. Attendance—calls into work when absent or late				
B. On time				
C. Starts work immediately				
D. Check in procedures				
E. Proper use of time on job				
F. Time and length of breaks according to rules				
G. Time and length of lunch according to rules				
H. Knowledge of what to do on job (use of telephone)				
I. Follows directions				
J. Completes assigned job				
K. Knows how to deal with interruptions				
L. Knows where facilities are—parking, eating areas, restrooms				
M. Understands company rules and policies—reads company handbooks				
Area: **Interpersonal Relations**				
A. Temper				
B. Physical				
C. Verbal				
D. Shows respect to employer and co-workers				
E. Accepts criticism				
F. Can express feelings and needs				
G. Manners				
1. Proper eating habits				
2. Common politeness and courtesies (e.g., thank you, please, excuse me)				
H. Job related social obligations				
1. Thank you notes				
2. Respond Very Promptly (RSVP)				

	NOT DONE AT ALL	DONE WELL	MODIFICATIONS NEEDED	COMMENTS
Area: **Grooming, Clothing, Hygiene, and Health Habits**				
A. Clothing: Care and Selection				
1. Chooses appropriate clothing				
a. for build				
b. for style				
c. for occasion				
d. for age				
2. Neat, clean clothing each day				
3. Maintains clothing well				
4. Appropriate footwear				
5. Clean, well-kept footwear				
B. Health Habits				
1. Proper weight for height and build				
2. Skin clear				
3. Hair healthy				
4. Has basic nutritional knowledge				
5. Gets daily exercise				
6. Posture good				
7. Suitable walking gait				
8. No unusual body movements				
9. No nervous habits				
C. Hygiene and Grooming				
1. Brushes teeth daily				
2. Keeps hands clean				
3. Always washes hands before meals				
4. Takes daily shower or bath				
5. Uses deodorant daily				
6. Shaves regularly				
7. Clean, trimmed nails on fingers and toes				
8. Makeup appropriate and fresh				
9. Hair care:				
a. cut or styled appropriately				
b. washed as needed				
c. kept neatly combed				
d. combed in private				
Area: **Decision-Making Skills and Money Management**				
A. Can state personal goals				
B. Knows consequences of actions				
C. Is responsible for own actions				
D. Can prepare and maintain a budget				
E. Can explain payroll deductions				
F. Can keep financial records				

	COMMENTS	MODIFICATIONS NEEDED	DONE WELL	NOT DONE AT ALL
Area: **Work Ethics**				
A. Honesty shown				
1. To employer				
2. With other employees				
3. Knows consequences of stealing				
a. taking items home				
b. using items at work (food, comestics without buying)				
B. Loyalty				
1. Respects employer's business				
a. calling in only when necessary				
b. aware of and follows company policies				
C. Communicating work-related problems				
1. How to complain				
2. Who to complain to				
D. Functioning to fullest capacity				
1. Consequences of use of alcohol, drugs				
E. Knows rules				
1. Ability to follow rules (i.e., gum chewing, smoking, uniform clean and complete)				
Area: **Transportation**				
A. Obtain a valid driver's license				
B. Able to maintain vehicle				
1. Gas				
2. Oil				
3. Tires				
4. Water				
5. Battery				
C. Knows different sources of transportation available				
1. Dial-a-Ride				
2. Car pool				
3. Walk				
4. Bicycle				
5. Bus (obtain schedule)				
6. Taxi				
7. Hitchhiking (dangers of)				
8. Motorcycle				
D. Parking				
1. Designated spot for your job				
2. General rules				

SOURCE: *Arizona Model for Vocational Assessment:* A procedural guide. (1982). Tucson, AZ: University of Arizona, College of Education, p. 49.

Classroom Strategy with Handout

Area: **Educational/Vocational Development**

Category: **Preparation for Finding Jobs**

Classroom Strategy: **Application for Social Security Number**

PURPOSE: The student will be able to complete an application for a Social Security Number correctly.

DIRECTIONS:

Have students practice completing the Social Security Number application. Discuss with students why the number is necessary and how it is used. Do follow up on students who have immediate need for a social security number.

RESOURCES NEEDED:

Application for a Social Security Number

A representative from the local Social Security Office as a resource person to guest speak or answer questions

Pencil, pen, or typewriter

CORE COMPETENCIES:

Not applicable.

GUIDANCE COMPETENCIES: 30.

SPECIAL ADAPTATION: If a student is unable to write legibly, a typewriter may be provided for the student to complete the application.

DEPARTMENT OF HEALTH AND HUMAN SERVICES
SOCIAL SECURITY ADMINISTRATION

Form Approved
OMB No. 0960-0066

FORM SS-5 – APPLICATION FOR A SOCIAL SECURITY NUMBER CARD (Original, Replacement or Correction)

Unless the requested information is provided, we may not be able to issue a Social Security Number (20 CFR 422.103(b))

INSTRUCTIONS TO APPLICANT ▶ **Before completing this form, please read the instructions on the opposite page. Type or print, using pen with dark blue or black ink. Do not use pencil. SEE PAGE 1 FOR REQUIRED EVIDENCE.**

1 NAME TO BE SHOWN ON CARD	First	Middle	Last
2 FULL NAME AT BIRTH (IF OTHER THAN ABOVE)	First	Middle	Last
OTHER NAME(S) USED			
3 MAILING ADDRESS	(Street/Apt. No., P.O. Box, Rural Route No.)		
4 CITY (Do not abbreviate)		STATE	ZIP CODE

5 CITIZENSHIP (Check one only)
- ☐ a. U.S. citizen
- ☐ b. Legal alien allowed to work
- ☐ c. Legal alien not allowed to work
- ☐ d. Other (See instructions on Page 2)

6 SEX
- ☐ MALE
- ☐ FEMALE

7 RACE/ETHNIC DESCRIPTION (Check one only) (Voluntary)
- ☐ a. Asian, Asian-American or Pacific Islander (Includes persons of Chinese, Filipino, Japanese, Korean, Samoan, etc., ancestry or descent)
- ☐ b. Hispanic (Includes persons of Chicano, Cuban, Mexican or Mexican-American, Puerto Rican, South or Central American, or other Spanish ancestry or descent)
- ☐ c. Negro or Black (not Hispanic)
- ☐ d. Northern American Indian or Alaskan Native
- ☐ e. White (not Hispanic)

8 DATE OF BIRTH ▶	MONTH	DAY	YEAR	PRESENT AGE	PLACE OF BIRTH ▶ CITY (Do not abbreviate)	STATE OR FOREIGN COUNTRY (Do not abbreviate)
9 MOTHER'S NAME AT HER BIRTH	First				Middle	Last (Her maiden name)
10 FATHER'S NAME	First				Middle	Last

a. Has a Social Security number card ever been requested for the person listed in item 1? ☐ YES(2) ☐ NO(1) ☐ Don't know(1)

b. Was a card received for the person listed in item 1? ☐ YES(3) ☐ NO(1) ☐ Don't know(1)

▶ **IF YOU CHECKED YES TO A OR B, COMPLETE ITEMS C THROUGH E; OTHERWISE GO TO ITEM 11.**

c. Enter the Social Security number assigned to the person listed in item 1. ☐☐☐–☐☐–☐☐☐☐

d. Enter the name shown on the most recent Social Security card issued for the person listed in item 1.

e. Date of birth correction (See instruction 10 on page 2) MONTH DAY YEAR

TODAY'S DATE ▶ MONTH DAY YEAR

Telephone number where we can reach you during the day. Please include the area code. HOME OTHER

WARNING: Deliberately furnishing (or causing to be furnished) false information on this application is a crime punishable by fine or imprisonment, or both.

IMPORTANT REMINDER: WE CANNOT PROCESS THIS APPLICATION WITHOUT THE REQUIRED EVIDENCE. SEE PAGE 1.

11 YOUR SIGNATURE	YOUR RELATIONSHIP TO PERSON IN ITEM 1 ☐ Self ☐ Other (Specify) _____
WITNESS (Needed only if signed by mark "X")	WITNESS (Needed only if signed by mark "X")

DO NOT WRITE BELOW THIS LINE (FOR SSA USE ONLY)

DTC (SSA RECEIPT DATE)		NPN			DOC
NTC	CAN	BIC	IDN	ITV	☐ MANDATORY IN PERSON INTERVIEW CONDUCTED
TYPE(S) OF EVIDENCE SUBMITTED				SIGNATURE AND TITLE OF EMPLOYEE(S) REVIEWING EVIDENCE AND/OR CONDUCTING INTERVIEW	
				DATE	
				DCL	DATE

Form SS-5 (8-85)

Classroom Strategy with Handout

Area: **Educational/Vocational Development**

Category: **Preparation for Finding Jobs**

Classroom Strategy: **Rate Yourself Grooming**

PURPOSE: The student will learn the importance that daily hygiene and grooming has on job placement.

DIRECTIONS:

Invite a guest speaker (nurse, dental hygienist, cosmetologist, model, etc.) to give demonstrations, show films, and discuss grooming procedures. Have the students make collages of properly groomed and improperly groomed people. Discuss the positive and negative. Have the students keep daily records of their grooming habits.

RESOURCES NEEDED:

Arrangements for guest speaker, preparation, and follow up

Magazines from which to cut pictures

Scissors

Glue

Construction paper

Grooming Chart

CORE COMPETENCIES:

Not applicable.

GUIDANCE COMPETENCIES: 29.

SPECIAL ADAPTATION: Students with problems in this area may need to meet with the counselor privately. Care should be taken not to embarrass any student.

"RATE YOURSELF GROOMING"

NAME _____

Key

32-24 pts. - Good Grooming

23-17 pts. - Should improve grooming habits

17- 0 pts. - Need to regularly practice better grooming

Place a check before the choice that best suits your appearance today. Add up the points and see how you rate. (See Key)

_____ = ***HAIR***

_____ brushed, shiny & clean (4 pts.)

_____ neat & brushed (3 pts.)

_____ could use washing (2 pts.)

_____ could use a wash & trim (1 pt.)

_____ = ***FACE***

_____ clean, clear & oil free (5 pts.)

_____ natural-looking (4 pts.)

_____ sticky & has a "shine" (3 pts.)

_____ beard stubble (2 pts.)

_____ too much make-up (1 pt.)

_____ = ***TEETH***

_____ clean, brushed daily (5 pts.)

_____ fresh breath (4 pts.)

_____ brushed (3 pts.)

_____ forgot to brush today (2 pts.)

_____ bad breath (1 pt.)

_____ = ***HANDS***

_____ clean, manicured & moisturized (4 pts.)

_____ nails trimmed (3 pts.)

_____ dirty under nails (2 pts.)

_____ nails chewed off (1 pt.)

_____ = ***POSTURE***

_____ stand straight, shoulders back (3 pts.)

_____ comfortable but not too straight (2 pts.)

_____ stoop or slouch (1 pt.)

_____ = ***CLOTHES***

_____ correct for work, clean & pressed (4 pts.)

_____ clean and fit well (3 pts.)

_____ not correct for work (2 pts.)

_____ dirty or scuffed (1 pt.)

_____ = ***BODY***

_____ showered, fresh smelling (4 pts.)

_____ used deodorant, underarms dry (3 pts.)

_____ sticky, could use shower (2 pts.)

_____ visible dirt or body odor (1 pt.)

SOURCE: Port, S. *Career Objective and Activity Handbook,* Whittier School District, Whittier, CA, p. 142.

Classroom Strategy with Handout

Area: **Educational/Vocational Development**

Category: **Preparation for Finding Jobs**

Classroom Strategy: **Major Reasons Why People are Rejected for Jobs**

PURPOSE: To make students aware of reasons given by employers for not hiring applicants.

DIRECTIONS:

Distribute handout and discuss the items as they relate to their academic classes, vocational program, and home environment.

RESOURCES NEEDED:

Major Reasons Why People are Rejected for Jobs handout

CORE COMPETENCIES:

IX - Language Arts: K-4

GUIDANCE COMPETENCIES:

29, 31, 33.

MAJOR REASONS WHY PEOPLE ARE REJECTED FOR JOBS

1. Poor personal appearance
2. Poor attitude
3. Expressed themselves poorly
4. Didn't know why they wanted the job
5. Over-emphasis on money
6. Unwilling to work, wanted to start at the top
7. Made excuses for poor work record
8. Lack of tact
9. Immaturity
10. Poor manners
11. Criticized past employers
12. Sloppy application blank
13. Poor eye contact, limp handshake
14. Late to interview
15. Unprepared to make decisions
16. No work record
17. Showed no interest in company
18. Gave the impression of job-shopping

SOURCE: *Career Education Manual for Counselors*, Career Education Office, (1984). St. Louis Public Schools, p. 72.

The Missouri Model for Comprehensive Guidance Programs Curriculum Component

Area: **Educational/Vocational Development**

Category: **Making Decisions**

Competency Statements

34. I know what my goals are and their value.
35. I can make decisions.
36. I can evaluate or judge decisions I have already made.
37. I can follow through on good decisions and change poor decisions.
38. I know how to get along in a changing world.
39. I can identify the real problem when I have difficulties.
40. I can come up with many possible solutions to a problem.

Suggested Activities for
The Missouri Model for
Comprehensive Guidance Programs Curriculum Component

Area: **Educational/Vocational Development**

Category: **Making Decisions**

Competency Statements Thirty-four through Forty

34. I know what my goals are and their value.

    ACTIVITIES

    A. Define and role play assertiveness, passiveness, and agressiveness. Discuss feelings associated with each.

    B. Discuss stereotyped roles of male/female. List or name traditional and nontraditional occupations for each sex role.

    C. Have students develop short and long term goals and a plan for meeting those goals. Discuss different avenues for achieving goals and the people/agencies that may be able to assist the students in meeting their goals.

35. I can make decisions.

    ACTIVITIES

    A. Discuss with students or have students list on paper prior decisions they have made and ask them to classify the decisions in the following way:

        a. decisions my parents help me make

        b. decisions my friends help me make

        c. decisions I make alone

        Form small groups of all males or all females and allow the groups to discuss the decisions.

    B. Discuss with students the steps in the decision making process: 1) recognize and define the decision to be made, 2) know what is important to you and what you want to attain, 3) examine the information you already have and seek and utilize new information, 4) assess the risks and costs involved in choosing each alternative that is available, and 5) develop a plan or strategy for attaining goal.

    C. Discuss with students decision making strategies commonly used such as: impulsive, compliant, agonizing, intuitive, fatalistic, delaying, planning, and paralysis. (For definitions see glossary.)

36. I can evaluate or judge decisions I have already made.

ACTIVITIES

A. In small groups or class identify examples of choices made by 1) sheer choice, 2) choice between two paths to the same goal, and 3) threatening conflict. For the third type, discuss the need or motivating forces involved, alternatives available, and consequences, values involved, and the alternatives that could have been chosen.

B. Provide students with a list of community agencies and services that help people make knowledgeable decisions by offering aid in identifying alternatives and help people deal with the troublesome consequences of unfortunate decisions.

C. Have students interview an individual from one of the helping agencies in the community. The students should be prepared for the interview by being punctual, behaving courteously, and interviewing in a skillful manner.

37. I can follow through on good decisions and change poor decisions.

ACTIVITIES

A. Discuss with students the role of values in risk taking in the decision making process. The four most common risk taking strategies are as follows: wish strategy, escape strategy, safe strategy, and combination strategy. (For definitions see glossary.)

B. Have students think of a poor decision they have made and why they consider it a poor decision. Teach the students the difference between a decision and an outcome.

C. Facilitate a group activity by giving the group a problem such as "how to spend a free period." Define the problem and then have the students give as many alternatives to the problem as they can think of and the consequences of each. Discuss the consequences and the steps that might be taken to implement the decision.

38. I know how to get along in a changing world.

ACTIVITIES

A. Develop a "Things I Have Learned" worksheet and instruct the students to write down as many things as they can that they have learned to do during the last year. Have the students check how they feel (satisfied, not satisfied, undecided) about each thing they have learned. Then have the students rank order what they have learned and tell about their #1.

B. Present students with a values issue or life problem such as ways to save time, ways to earn money, where to go with a friend, things to do on a weekend. Have students provide alternatives. Discuss the alternative solutions.

C. Discuss with students how most individuals can do a variety of things with their lives and their time. Have students make a list of things they can realistically do in the next year that would give them satisfaction.

39. I can identify the real problem when I have difficulties.

ACTIVITIES

A. Discuss with students the concept of accepting responsibility for their own behavior. Name individuals they know who strongly believe in an idea, act upon it, and are willing to take responsibility for it. Provide to students information about such people as Martin Luther King, Thoreau, Gandhi, and other advocates of nonviolence. Discuss how they stood up for what they believed was right.

B. Distribute to students a worksheet listing state or federal laws such as health codes, children's work protection law, etc. Have students write who and how the laws protect. Discuss the importance of knowing and following laws.

C. Distribute sheets of typing paper and instruct students to draw two pictures representing their frustrations. Have students form a friendly circle. Have each student say the words "Frustration is . . ." and then hold up his picture and describe it. Go through the circle twice. Discuss everyone's frustrations and the similarities among them.

40. I can come up with many possible solutions to a problem.

ACTIVITIES

A. Give students a hypothetical problem and allow them to brainstorm a variety of solutions and discuss the consequences of the solutions.

B. Allow students an opportunity to role play scenes where they can act and react to realistic situations of conflict they may face at school, home, or in society. Follow with discussion to put closure on this activity.

C. Have students discuss problems common to their peers. Also, have students develop possible strategies to resolve these problems.

Classroom Strategy with Handout

Area: **Educational/Vocational Development**

Category: **Making Decisions**

Classroom Strategy: **Occupational Aspirations**

PURPOSE: To help the students to relate their interests, personal characteristics, and achievements to their present occupational aspirations.

DIRECTIONS:

Distribute the Occupational Aspirations worksheet and instruct students to complete the worksheet, asking for clarification of terms not understood. After students complete the worksheet, encourage them to share one fact from each of the areas. Allow feedback from other class members to responses.

RESOURCES NEEDED:

Occupational Aspirations worksheet

Pencil or pen

CORE COMPETENCIES:

IX - Language Arts: F-1, F-2, G-1, G-2, J-1

X - Language Arts: D-4, E-2, E-6, F-1, F-2, G-1, J-1

GUIDANCE COMPETENCIES:

34, 35, 36, 37.

SPECIAL ADAPTATION: Students may need assistance in thinking of their strengths. Be able to share with students what you see as their strengths.

OCCUPATIONAL ASPIRATIONS

I. Abilities

A. Our abilities often determine our success and failures. This is a list of some of the things I'm good at:

1.

2.

3.

4.

5.

B. This is a list of some things I am not so good at:

1.

2.

3.

4.

5.

II. Personality

A. This list of personal traits best describes the *real me*. (Examples: cheerful, quick, good at math, helpful)

1.

2.

3.

4.

5.

6.

7.

8.

III. Interests

A. These school subjects interest me the most:

1.

2.

3.

4.

5.

B. The areas of work that I've checked interest me at this time.

_____ personal service	_____ business/sales/advertising
_____ communications/media	_____ health/welfare
_____ marketing/distribution	_____ consumer/homemaking
_____ public service	_____ manufacturing
_____ construction	_____ business/office
_____ mechanical/technical	_____ artistic
_____ hospitality/recreation	_____ scientific/inventure
_____ government	_____ agricultural/natural resources
_____ transportation	_____ environmental control

IV. Activities

A. This is a list of my interests, hobbies, and activities both in and out of school.

1.
2.
3.
4.
5.

V. Values

A. Things that are important to us are called our values. This is a list of some of my values.

1.
2.
3.
4.
5.

B. These values would help me in a job.

1.
2.
3.

VI. The above characteristics would benefit me in the following occupations:

1.
2.
3.
4.

SOURCE: Ahrens, Marjorie. *Ideas for Activities*, Michigan Career Exploration Project, Wayne, MI.

Classroom Strategy with Handout

Area: **Educational/Vocational Development**

Category: **Making Decisions**

Classroom Strategy: **My Goal Setting Worksheet**

PURPOSE: To help students realize the importance of setting goals and the necessary planning to achieve those goals.

DIRECTIONS:

Discuss with students the importance of setting short and long term goals. Have students complete the worksheet writing their goal and the necessary steps to achieve that goal. It may be helpful to provide examples of specific goals and steps to achieve goals.

RESOURCES NEEDED:

My Goal Setting Worksheet

Pencil or pen

CORE COMPETENCIES:

IX - Language Arts: D-4, E-2, F-1, F-2, J-1

X - Language Arts: D-4, F-1, F-2

GUIDANCE COMPETENCIES:

34, 35, 39, 40.

MY GOAL SETTING WORKSHEET

Use this worksheet as a guide to assist you as you set a specific goal and to help you visualize what will be required to help you reach that goal. Remember, if you have a long-range goal such as graduating from college, you may need to work on short-term related goals, such as completing 7th grade or 9th grade or 12th grade first. You may need to complete several worksheets for short-term goals before you have accomplished your long-range goal.

NAME _____ DATE _____

MY GOAL: I WILL _____

BY THE DATE OF _____.

TO MEET MY GOAL, THE FIRST THING I NEED TO DO IS:

THE SECOND THING I NEED TO DO IS:

OTHER THINGS I NEED TO DO ARE:

OBSTACLES TO MEETING MY GOAL MAY BE:

I WILL OVERCOME THESE OBSTACLES BY:

MY ALTERNATIVE PLAN IF I CANNOT MEET THIS GOAL IS TO:

AFTER MEETING THIS GOAL, MY NEXT GOAL MAY BE:

_____ _____

My Signature

Counselor/Teacher's Signature
As A Witness

Source: *Career Education Manual for Counselors*, Career Education Office, (1984). St. Louis Public Schools, p. 50.

Classroom Strategy with Handout

Area: **Educational/Vocational Development**

Category: **Making Decisions**

Classroom Strategy: **Decision Making**

PURPOSE: To acquaint students with decision making techniques and practice in making group and individual decisions.

DIRECTIONS:

Display by overhead or blackboard the listed decision making and problem solving steps. Give to students the Decision Making handouts and instruct them to complete the chart and answer the following questions. Discuss the decisions and the consequences of the decisions.

RESOURCES NEEDED:

Decision Making worksheet

Pencil or pen

CORE COMPETENCIES:

IX - Language Arts: F-1, F-2,G-1, G-3, H-4, H-6, J-1, K-1, K-3

X - Language Arts: F-1, F-2, H-6, J-5, K-1, K-3

GUIDANCE COMPETENCIES:

34, 35, 36, 37, 39, 40.

SPECIAL ADAPTATION: The vocabulary in this strategy may need to be clarified or modified. The number of questions could also be reduced.

DECISION MAKING

Regardless of our age levels, our job titles, our wants, needs and desires, we are all required to make decisions. Sometimes we expect more decision making ability from our students than they have been prepared to handle. The best way to learn decision making skills is to practice making decisions and learning to live with the outcomes. If we teach students decision making techniques, grounded in logic, students can apply those same techniques to just about any situation that arises. If students have an opportunity to practice these learned skills, they can use them naturally and without hesitation.

The basic steps to decision making and problem solving are: (1) Identify the decision to be made, (2) Determine the alternatives, (3) Analyze each alternative, (4) Choose one of your alternatives, (5) Act on your choice, and (6) Evaluate the results.

On the next page is a worksheet that students can use to record their attempts at decision making. It can be used for practice situations or as a counseling tool to assist students who are having a problem handling some aspect of their lives. Sample decision making topic are listed below that can be used for practice and for group discussion. (Please stress to students that there are no right answers for everyone. Decisions are based on personal values.)

1. Should I go to camp this year?
2. Should I ask Mary for a date even though she is not popular?
3. Should I take Algebra now or wait until next year?
4. Should I try to make friends with Bob who is new to the school?
5. Should I tell my mother I am pregnant?
6. Should I drink because all my friends do and tease me when I don't?
7. Should I drop out of school?
8. Should I tell my teacher that she made a mistake in grading my test?
9. Should I wear my brown sweater or my blue one?
10. Should I wear purple tennis shoes with yellow laces because everyone else is?
11. Should I go to college or join the army?
12. Should I look for a job that pays big money or something I enjoy doing that pays less money?
13. Should I cut class and talk to my boyfriend third period?
14. I saw my best friend steal a watch; should I turn him in?
15. Should I tell my best friend that his new haircut looks terrible?
16. Should I live with my mother and new stepfather or go to live with my dad?
17. Should I go to a public school or private school?
18. I like Cory, but Cory doesn't like me. What should I do?
19. I feel ugly and nobody likes me. What should I do?
20. I want to be a truck driver, but everyone in my family has gone to college and they all expect me to become a doctor. What should I do?
21. I want to be a nurse, but I have failed Science twice. What should I do?
22. I want to be a kindergarten teacher, but all my friends tell me that men do not teach little kids. What should I do?

MY DECISION WORKSHEET

NAME _____ DATE _____

What is the decision I have to make?

MY CHOICES	GOOD POINTS FOR THIS CHOICE	BAD POINTS FOR THIS CHOICE
1.		
2.		
3.		

My decision is:

After the decision has been made and you have acted on it, please answer the following questions:

1. Are you happy with the results of your decision? Why or why not?

2. If you could change your actions, what would you change?

3. Has your decision created the need to make a new decision?

Source: *Career Education Manual for Counselors*, Career Education Office, (1984). St. Louis Public Schools, p. 48-49.

Classroom Strategy with Handout

Area: **Educational/Vocational Development**

Category: **Making Decisions**

Classroom Strategy: **Checkpoint**

PURPOSE: To teach students to analyze their behavior and examine ways it can be altered to produce a desired change.

DIRECTIONS:

Distribute the handout and ask students to review each line and indicate by checking the box to the left of each line any that might hinder the student taking action and explain in what way. Discuss with the class how to practice behavior changing skills.

RESOURCES NEEDED:

Checkpoint handout

Pencil or pen

CORE COMPETENCIES:

IX - Language Arts: K-3

X - Language Arts: K-3

GUIDANCE COMPETENCIES:

34, 35, 37, 39.

SPECIAL ADAPTATION: The vocabulary and concepts in this activity may be too complex for some students. The items may need to be modified or the number of items reduced.

CHECKPOINT

Learning to behave assertively will be of some help to you when you are going through a critical stage of taking action, of moving closer to what you want. It will also help you cope with and be responsible for your choice when you're challenged by other people whose opinions you may value or whose behavior may have some impact on your life, your work, or your personal relationships.

Indicate which of these things might hinder your taking action and in what way:

_____ Anxiety _____

_____ Family responsibility or considerations _____

_____ Consequences _____

_____ Lack of understanding on the part of others _____

_____ Emotions blocking reality _____

_____ Insecurity _____

_____ Unselfishness _____

_____ Fear _____

_____ Fear of deciding _____

_____ Laziness or inertia _____

_____ Wavering _____

_____ Dependence on others _____

_____ Lack of confidence _____

_____ Failure to stick with choice to see if it works _____

_____ Guilt _____

_____ Uncertainty _____

_____ Being overwhelmed _____

_____ Responsibility vs. desire vs. capabilities _____

_____ Lack of long-range objectives _____

_____ Finances _____

_____ Fear of failure _____

_____ Need to succeed _____

_____ Ambivalence _____

_____ Frustration _____

_____ Time _____

What are some other things that keep you from taking action?

_____

_____

_____

_____

Source: Ahrens, Marjorie, Ideas for Activities, Michigan Career Exploration Project, Wayne, MI.

Classroom Strategy with Handout

Area: **Educational/Vocational Development**

Category: **Making Decisions**

Classroom Strategy: **Decision Making Paradigm**

PURPOSE: To enable the student to choose an occupational area upon which to focus concentration by completing all blanks of the Decision Making Paradigm.

DIRECTIONS:

Have students investigate various jobs they might be interested in and choose three top choices of occupations. The students investigate these three in depth to determine at least three advantages and three disadvantages of each occupation. Discuss and weigh the stated advantages and disadvantages of their occupational choices. Have students work independently to rank order their three choices and arrive at a decision. Students may volunteer to share their decisions and their reasons.

RESOURCES NEEDED:

Decision Making Paradigm

Community workers

Videotaped interviews of community workers

Field trips

Guest speakers

Panel discussions

CORE COMPETENCIES:

IX - Language Arts: J-1, J-5, K-1, K-2, K-3

X - Language Arts: J-1, J-5, K-1, K-3

GUIDANCE COMPETENCIES:

34, 35, 36, 37, 38, 39, 40.

SPECIAL ADAPTATION: This activity may need to be divided into three separate pages for easier reading.

DECISION MAKING PARADIGM

DECISION QUESTION _____

CHOICES (What are the possible choices?)		**PROS** (What are the advantages and disadvantages of each?)	**CONS**	**PREDICTION** (What would each choice be like for me?)
1.	G E T I N F O R M A T I O N	For #1	Against #1	#1 Would Be ____ Good ____ OK ____ Bad ____ Other _____

DECISION MAKING PARADIGM

DECISION QUESTION _____

CHOICES (What are the possible choices?)		PROS (What are the advantages and disadvantages of each?)	CONS	PREDICTION (What would each choice be like for me?)
2.	GET INFORMATION	For #2	Against #2	#2 Would Be ____ Good ____ OK ____ Bad ____ Other _____

DECISION MAKING PARADIGM

DECISION QUESTION _____

CHOICES (What are the possible choices?)		**PROS** (What are the advantages and disadvantages of each?)	**CONS**	**PREDICTION** (What would each choice be like for me?)
3.	GETTING INFORMATION	For #3	Against #3	#3 Would Be ____ Good ____ OK ____ Bad ____ Other _____

DECISION POINT (Choose one of the three possibilities)

FINAL DECISION _____

_____

_____

_____

_____

_____

_____

SOURCE: Port, S. *Career Objective and Activity Handbook*, Whittier School District, Whittier, CA, p. 73.

The Missouri Model for
Comprehensive Guidance Programs Curriculum Component

Area: **Educational/Vocational Development**

Category: **Finding Jobs**

Competency Statements

55. I know what jobs are available locally.

56. I know how to find part time work or summer work.

57. I know how to find a full time job after graduation.

58. I know what jobs are available in my interest and ability areas, their location, and the requirements to obtain these jobs.

59. I know what persons and what agencies will help me find a job.

60. I know the benefits, working conditions, and opportunities for advancement in jobs.

Suggested Activities for
The Missouri Model for
Comprehensive Guidance Programs Curriculum Component

Area: **Educational/Vocational Development**

Category: **Finding Jobs**

Competency Statements Fifty-five through Sixty

55. I know what jobs are available locally.

ACTIVITIES

A. Provide students with a handout explaining sources of job information, how to use the information, advantages and disadvantages of each job source. An example is available from Norman Career Center, Kansas City, Missouri.

B. Discuss with students a U. S. Department of Labor Survey that found the following breakdown of how people get jobs: agencies (private and public), 12.2%; help wanted ads, 13.9%; other (trade union hiring, civil service), 10.5%; and personal contact, 63.4%. Stress the importance of direct contact with employer.

C. Provide students with Yellow Pages Phone Books. Have students look under a topic which interests them for employment. Students should list all companies, addresses, and phone numbers of places which provide services in the topic selected.

56. I know how to find part time work or summer work.

ACTIVITIES

A. Teach students how to use the telephone effectively for making inquiries and arranging interviews with prospective employers. Allow students an opportunity to practice telephone skills.

B. Prepare students to develop an employment letter which will introduce their qualifications and interest in applying for a job. Have students practice writing the letter and addressing the envelope.

C. Review with students information on employee benefits for part time employment and income tax guidelines for part time and summer work.

57. I know how to find a full time job after graduation.

ACTIVITIES

A. Assist students in constructing a Personal Data Sheet that includes personal information, education, work experience, and references.

B. Review with students Armed Services options including military reserves and the National Guard.

C. Review with students job retention skills and the primary reasons people lose jobs. Also, teach students the appropriate way to resign from a job.

58. I know what jobs are available in my interest and ability areas, their locations, and the requirements to obtain these jobs.

ACTIVITIES

A. Teach students how to use the Missouri VIEW program or other available career systems.

B. Review with students vocational assessment results. If a vocational assessment has not been administered, an evaluation can be administered using informal instruments.

C. Teach students how to use the *Occupational Outlook Handbook* and *Dictionary of Occupational Titles*. Give the students an opportunity to use the handbooks to familiarize themselves with specific jobs.

59. I know what persons and what agencies will help me find a job.

ACTIVITIES

A. Invite your local vocational rehabilitation counselor to speak with classes on how they help persons get training and employment.

B. Invite a representative from Employment Security to discuss with students local guidelines and options offered by Employment Security.

C. Review with students the role college financial aid offices have in work study placement.

60. I know the benefits, working conditions, and opportunities for advancement in jobs.

ACTIVITIES

A. Teach students the importance of goal setting and planning, skills necessary to progress educationally and personally.

B. Arrange for students an opportunity to make an on site visit to a job site. If permissible, it would be helpful for the students to meet and talk with workers at the job site.

C. Identify and prearrange role models with whom students can visit. Attention may need to be given to the living environment of the student when selecting a role model.

Classroom Strategy with Handout

Area: **Educational/Vocational Development**

Category: **Finding Jobs**

Classroom Strategy: **Skilled Trades Information**

PURPOSE: To make students aware of specific skills necessary for certain occupations and knowledge of labor unions which represent members of these occupations.

DIRECTIONS:

Review with students the information on the Skilled Trades Handout regarding necessary vocational skills and union regulations.

RESOURCES NEEDED:

Skilled Trades information sheet

CORE COMPETENCIES:

IX - Language Arts: H-1, H-3, H-4, H-5, H-6, H-7

X - Language Arts: H-1, H-3, H-4, H-5, H-6, H-7

GUIDANCE COMPETENCIES:

55, 58, 59.

SPECIAL ADAPTATION: This information is particular to the St. Louis area. Investigate similar organizations and information for your area. The vocabulary in this information may need to be modified, material tape recorded and played to students, or read aloud to students.

SKILLED TRADES

There are a variety of occupations that do not require college training, but do require extensive on-the-job and classroom instruction to do the job well. Persons hired for these occupations have developed specific *skills* and must belong to *unions* which represent members of their occupations.

* ***Trade Unions*** - a group of persons, sharing similar skills, who have joined together for their mutual benefit. By working together as a group, they have more power than they would have as individuals. Unions determine standards for membership, delineating who can join them and what qualifications they must possess. Trade unions can also control the number of persons admitted for training and the kind of training required to join or stay in the union. Often, businesses have agreements with individual unions that they will not hire workers unless the workers are members of their unions. Union representatives negotiate with businesses to determine salaries, working conditions, working hours, and fringe benefits such as health insurance or retirement plans.

* ***Apprenticeship*** - provides an opportunity for a beginner to become a skilled tradesperson. Guidelines for training are developed by members of the union that represents the trade. During an apprenticeship, a person spends a specified number of hours in classroom instruction and on-the-job. The number of hours the person can work, how much the person can be paid, and the type of tasks a person must perform to become a journeyman worker are all determined. When a person is accepted as an apprentice, a formal, planned training agreement is signed. The length and type of training a person receives varies from union to union.

* ***Journeyman*** - a term used to apply to a worker who has completed the apprenticeship period and is determined to be a qualified worker with full rights and benefits of other workers in that trade. (Although the term in journey*man*, women are also members of the skilled trades.)

Examples of skilled trades are listed below with requirements for training in the St. Louis Metropolitan Area, as of 1984. Persons interested in these trades should contact the individual unions for more information. Trades not listed in this sections can be found in the Yellow Pages under LABOR ORGANIZATIONS. As one considers training for a trade, it is wise to consider personal qualifications required, time required for the apprenticeship, and the job market. Will there be a job available when training has been completed? Are jobs available throughout the year or are they affected by weather conditions or other factors?

* ***CARPENTERS*** - persons who build and repair structures made of wood. To become a carpenter, a person must be at least 18 years of age, have a doctor's statement of fitness, and a letter of intent from a contractor who is willing to hire the person as an apprentice. Applicants attend a pre-apprenticeship class and must pass a math test during the first day of class. Those who do not pass are referred to outside agencies for remedial math. Persons who satisfactorily complete the pre-apprenticeship class and who have jobs report to work and are notified when to attend apprenticeship classes.

Apprentices attend classes full time approximately 5 weeks per year and are paid an educational grant during the full time training periods. To complete the apprenticeship, a person must accumulate a specified number of skills blocks in school and hours on-the-job. Students interested in carpentry should take industrial arts and math courses in high school. For further information contact:

* Associated General Contractors Training School
6301 Knox Industrial Drive
St. Louis, MO 63139 PH. (314) 644-1525

* ***CEMENT MASONS*** - persons who construct and repair structures made of concrete such as roads and sidewalks. To become a cement mason, a person must be at least 18 years of age or over and have a doctor's statement of fitness. Application is made through the Missouri State Employment Service. Contractors contact the training school for applicants, as needed. When persons are selected, they are hired by the contractors who commit to work with the trainees for 3 years during the apprenticeship. Apprentices attend class one day per week every other week. To be paid for time in class, apprentices must accumulate 40 hours of work between classes. Apprentices pay their own registration fees. Students interested in becoming cement masons should take industrial arts and math courses in high school. For further information contact:

* Associated General Contractors Training School
  6301 Knox Industrial Drive
  St. Louis, MO 63139 PH. (314) 644-1525

* ***ELECTRICIANS*** - persons who install and repair electrical equipment in homes, offices, and wherever electricity is needed. To become an electrician, a person must be between the ages of 18 and 24 years, inclusive, be physically fit to do the work, and be a *high school graduate* who has passed at least one year of Algebra. Application is made through the Electrician's Joint Apprenticeship Office between 9:00 AM and 4:00 PM on the last five working days of each month. Qualifying applicant names are sent to the Missouri Division of Employment Security which notifies applicants of date, location, and time to take required tests. Applicants who make a qualifying score on the test are scheduled for personal interviews with representatives of the Joint Apprenticeship and Training Committee, The International Brotherhood of Electrical Workers, Local Union #1, and a representative for employers from the St. Louis Chapter of the National Electrical Contractors Association. The number of persons accepted for an apprenticeship class at one time is determined by the Joint Apprenticeship and Training Committee. Applicants are ranked in order on the basis of their educational experiences including math classes, and their ratings on the interviews. Applicants are selected in order with the person ranking first being the first accepted into the program. Apprentices work on-the-job 7.5 hours per day four days per week and in class 7.5 hours per day one day per week for four years. Students interested in becoming electricians should take as many upper level math courses as possible including Algebra, Geometry, Trigonometry, etc.; science courses including physics; and industrial arts courses, including technical drawing or drafting, and electrical classes. For further information contact:

* Electrician's Joint Apprenticeship and Training School
  2300 Hampton Avenue
  St. Louis, MO 63139 PH. (314) 644-3587

* ***IRON WORKERS*** - persons who build, assemble, and install the steel or iron framework for buildings. Others make ornamental iron structures and chain link fences. To become an iron worker, a person must be at least 18 years of age, have a doctor's certificate of good health, and must not be afraid of heights. Application is made through the Associated General Contractors Training School between 9:00 AM and 4:00 PM Monday through Friday. Application must be made by January 15 to be considered for the classes starting in September. Applications received after January 15 will be considered for classes starting in September of the next year. Applicants are tested at the Training School and are interviewed by a panel with one representative from the Iron Workers Union and one representative from management.

Applicants are ranked in order on the basis of their educational experiences including shop and welding classes, having a high school diploma, and their ratings on the interviews. Applicants are selected in order, with the person ranking first being the first accepted into the program. The number of persons accepted for an apprentice ship class at one time is determined by the Apprenticeship Committee and is based upon the economy. Apprentices are assisted in finding jobs by Training School personnel. Apprentices work throughout the day and attend classes two nights per week from September to May for 3 years. Since apprentices are working full time, they are not paid to attend classes. Students interested in becoming iron workers should take welding and shop classes in high school and are encouraged to get a high school diploma. For further information contact:

* Associated General Contractors Training School
6301 Knox Industrial Drive
St. Louis, MO 63139 PH. (314) 644-1525

* ***PAINTERS*** - persons who cover surfaces such as walls, furniture, buildings, glass, etc. with paint. To become a painter, a person must be in good health, enjoy working with his/her hands, and have a letter of intent from a union contractor who is willing to hire the person as an apprentice. Application is made through the Painter's District Council #2 Office. Applicants complete required paperwork and are tested on their color skills. Apprentices work throughout the day and attend classes four hours per week (usually one morning per week) for three years. Apprentices are paid by their employers for their time in class. Students interested in becoming painters should take English, Math, Science, and Industrial Arts courses in high school. For further information contact:

* Painter's District Council No. 2
2501 -59th Street
St. Louis, MO 63110 PH. (314) 647-3327

* ***PLASTERERS*** - persons who use a pasty mixture of lime, sand, and water (plaster) to apply to walls. To become a plasterer, a person must be in good health, enjoy working with his/her hands, and must not be afraid of heights. Application is made through the Missouri Division of Employment Security. Every two years, the Plasterers' Joint Apprenticeship Committee notifies Employment Security that it will be accepting applications for a period of two weeks. Applicants are notified to come to the Plasterers' Union Local #3 Office for an interview. A list of accepted applicants is sent to all plastering contractors in the St. Louis area and each contractor selects applicants as needed and notifies the union office of the persons selected. After 90 days of work, the applicant and contractor appear before the Joint Apprenticeship Committee to review whether or not the contractor wants to continue to work with the applicant. If so, the applicant is indentured to the Joint Apprenticeship Committee to begin a four-year apprenticeship. During this time period, the apprentice works with plasterers and studies manuals and textbooks at home which cover such topics as Mathematics for Plasterers, Blue Print Reading, and Occupational Safety and Health Administration (OSHA) courses. After each manual or textbook is completed, the apprentice is tested on knowledge gained with 144 hours of study required each year during the apprenticeship. Students interested in becoming plasterers should work on developing good interpersonal skills and should take math and industrial arts courses in high school. For further information contact:

* Plasterers' Joint Apprenticeship Committee
2365 Hampton Avenue, Room 204
St. Louis, MO 63139 PH. (314) 645-4341

SOURCE: *Career Education Manual for Counselors*, Career Education Office, (1984). St. Louis Public Schools, Appendix C 5-7.

Classroom Strategy with Handout

Area: **Educational/Vocational Development**

Category: **Finding Jobs**

Classroom Strategy: **Fudell Test of Occupational Readiness**

PURPOSE: To help students assess their occupational maturity.

DIRECTIONS:

Have students read the statements and circle the word "yes" if they believe the sentence is true or circle the word "no" if they believe the sentence is false. Discuss with students their responses. This activity may be repeated following a career education lesson.

RESOURCES NEEDED:

Fudell Test of Occupational Readiness

Pencil or pen

CORE COMPETENCIES:

IX - Language Arts: E-2, E-6

X - Language Arts: E-2, E-6

GUIDANCE COMPETENCIES:

58, 60.

SPECIAL ADAPTATION: This activity may be too long for some students. Select representative questions and administer modified test to students. Questions may be read or tape recorded with time between questions for students to respond.

Pre _____

Post _____

FUDELL TEST OF OCCUPATIONAL READINESS

Student's Name: _____ Date: _____ Grade: _____

How to answer these sentences:

Yes No Circle the word *Yes* if you think the sentence is right.

Yes No Circle the word *No* if you think the sentence is not right.

Yes No Teachers pay us a salary for going to school.

Yes No If we have a job and work hard we will make money.

Yes No 1. If you cannot get along with your fellow workers, you will lose your job.

Yes No 2. In order for you to get up early enough so that you will be at work on time, it's up to your family to wake you.

Yes No 3. A good worker finishes his/her work. He/she does not leave any leftovers for someone else to finish.

Yes No 4. When you must be absent from work or school, you do not have to call your teacher or boss.

Yes No 5. When you have finished some work you should sit down and rest.

Yes No 6. If your boss asks you to work a little later to finish some work, tell him/her no.

Yes No 7. When you go for a job interview act like you are a sleepy person.

Yes No 8. If you have quit many jobs or been fired from many jobs, it will be hard for you to find a new job.

Yes No 9. Always say bad things about the business you work for.

Yes No 10. When you go for a job interview wear your Sunday clothes.

Yes No 11. When some people make fun of you the best thing to do is to try to stay away from these people.

Yes No 12. A good worker is often absent from work and often late for work.

Yes No 13. Getting along with your fellow workers means that you must be nice to them, help each other in your work, and never start any fights.

Yes No 14. A good worker will never stay past quitting time to finish some work he/she can finish in a little while.

Yes No 15. When you must work with people who make fun of you and you cannot stay away from these people, the best thing to do is not to answer them. Keep quiet.

Yes No 16. A willing worker is a lazy worker.

Yes No 17. If you are not sure how to do something on your job, do not find out, go ahead and do it.

Yes No 18. A good worker wants to be told how to do his/her work right if he/she is doing it wrong, and does not become angry when he/she is told how to do it.

Yes No 19. A good worker does a lot of resting. He/she waits for someone to tell him/her what to do all the time.

Yes No 20. A good worker is careful and he/she is a safe worker.

Yes No 21. To get a raise in salary means that you will be making less money.

Yes No 22. A good worker is on time every day and is never late.

Yes No 23. You can learn good work habits in school and carry them over to a job.

Yes No 24. A good worker does as little as he/she can, and tries to do less work.

Yes No 25. You would like to work with a person who is always late.

Yes No 26. A boss hires you so he/she can make money from your work.

Yes No 27. If you are late for school you can get thrown out of school, if you are late for work your boss can keep you in after work.

Yes No 28. A good worker always gives himself/herself some extra time if he/she has to change clothes for his/her job so he/she will not be late.

Yes No 29. To get a raise in salary, sit around and keep sitting around.

Yes No 30. A good worker comes to work every day. He/she is absent only when he/she really is sick or only for very important things.

Yes No 31. A good worker tries to hide from work. When there is work to do, he/she tries to hide himself.

Yes No 32. To follow orders the right way, you should listen carefully and remember what you are told.

Yes No 33. An honest worker will cheat his/her boss out of his work.

Yes No 34. The habits you use in school to get a raise in grades are not the same habits you use on a job to get a raise in salary.

Yes No 35. A lie detector test cannot tell if you are a cheat or not honest.

Yes No 36. It is important to follow orders in the right way, because if you do not, you can lose time and waste material that costs your boss money.

Yes No 37. A good worker can be counted on to do his work, get along with his fellow workers, and to do extra work.

Yes No 38. An honest person should be afraid of a lie detector test.

Yes No 39. An honest worker works hard all day and never takes anything that does not belong to him.

Yes No 40. To get a raise in salary you must do more work, so your boss can make more money from your work.

Yes No 41. A good worker tries to improve his/her work and to do more work.

Yes No 42. A good worker offers his/her help before he/she is asked to do the work.

Source: Port, S. *Career Objective and Activity Handbook*, Whittier School District, Whittier, CA, (p. 14-16).

Classroom Strategy with Handout

Area: **Educational/Vocational Development**

Category: **Finding Jobs**

Classroom Strategy: **Want Ads Abbreviations Information Sheets**

PURPOSE: The student will utilize job finding sources such as want ads, private employment office, vocational rehabilitation services, and a vocational counselor.

DIRECTIONS:

Use the newspaper want ads to find jobs opportunities for which each student qualifies. Discuss with students the abbreviations used in want ads. Have student write their own help wanted ads using the appropriate abbreviations. Invite the vocational counselor and/or the Department of Rehabilitation counselor to discuss with class the services the respective agencies offer.

RESOURCES NEEDED:

Newspaper want ads

Vocational counselor, Department of Rehabilitation counselor

List of want ad abbreviations and their meanings

CORE COMPETENCIES:

IX - Language Arts: D-1, D-2, D-3, D-5, E-2

X - Language Arts: D-1, D-2, D-3, D-5, E-2, E-5, E-6

GUIDANCE COMPETENCIES:

33, 55, 56, 57, 59.

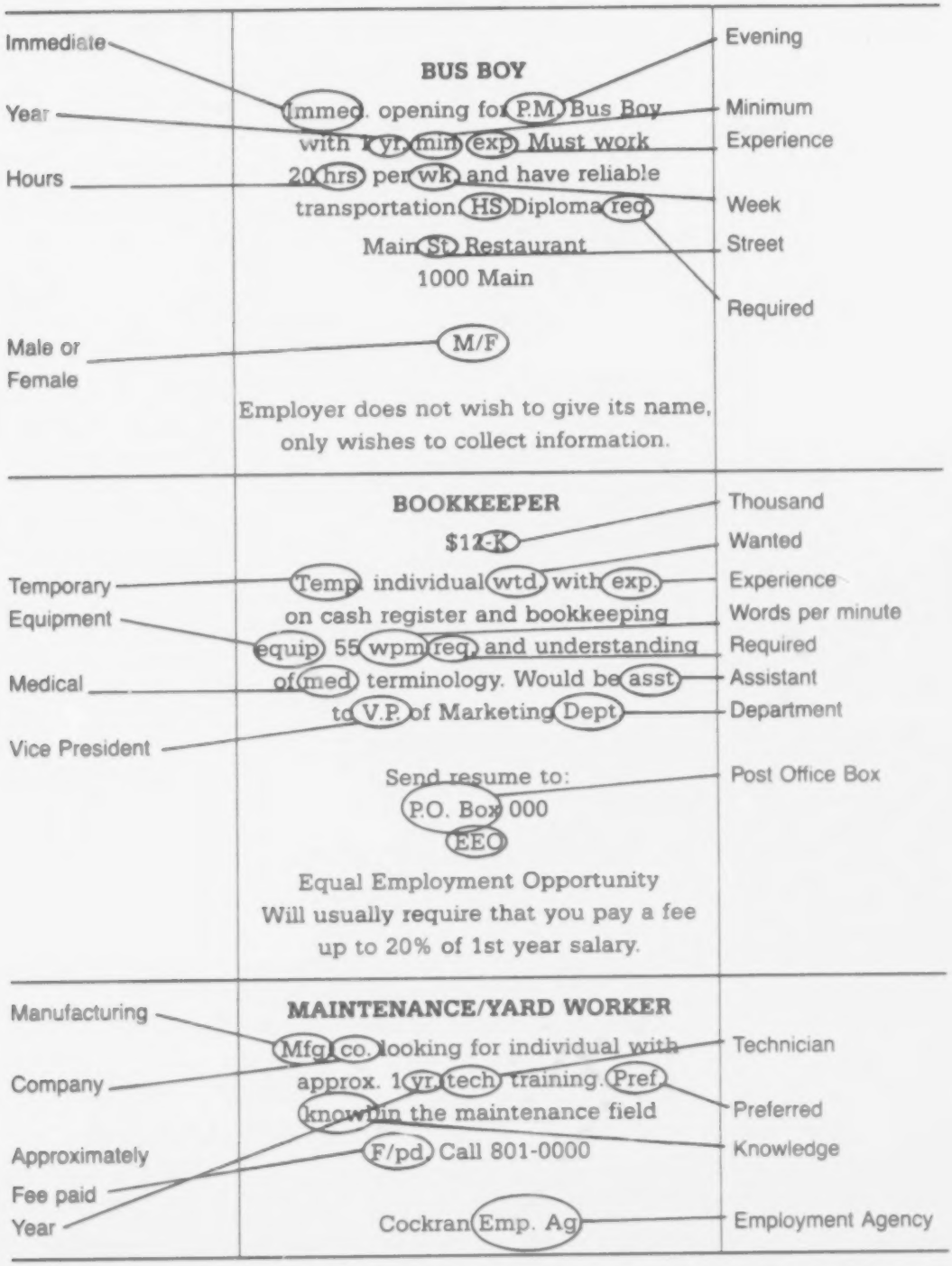
SPECIAL ADAPTATION: Allow students an extended opportunity to utilize newspaper want ads to gain skill through practice.

WANT ADS COMPREHENSION

APPT	Appointment
ASST	Assistant
AVAIL	Available
AVE	Avenue
BNFTS	Benefits
BKKPR	Bookkeeper
CLK	Clerk
CO	Company
CORP	Corporation
DEPT	Department
E.	East
EXCEL	Excellent
EXP; EXPER; EXPD	Experience; experienced
EXPRT	Expert
EXT; X	Extension
FIG; FIGS	Figures
FL	Floor
F/PD	Fee Paid
HR	Hour
IMMED	Immediately; immediate
INDIV	Individual
KNOWL	Knowledge
M/F	Male or female
MIN	Minimum
MOS	Months
NEC	Necessary
N.; NO	North
OPPTY	Opportunity
REQ; REQD; REQ'D	Required
RN	Registered Nurse
SAL	Salary
SECY	Secretary
S.; SO	South
STENO	Stenography; shorthand
ST	Street
WK	Week
W.	West
W/	With
WPM	Words per minute
Wo	Without
YRS	Years

SOURCE: Henderson, M. B., Crain, J., & Walkenshaw, S. (1984). Career preparation: A School-to-Work Transition Curriculum. Kansas City, MO: Kansas City School District, Norman Career Center for Career Education, p. 51.

THE WANT ADS



SOURCE: Henderson, M.B., Crain, J. & Walkenshaw, S. (1984). Career preparation: A School-to-Work Transition Curriculum. Kansas City, MO: Kansas City School District, Norman Career Center for Career Education, p. 50.

HELP WANTED ABBREVIATIONS

Some help wanted ads in the newspaper contain abbreviations. Do you know what the abbreviations mean?

Write the abbreviation on the line in front of the word.

a.m.	p.m.	wtd.	M/F	V.P.
EEO	Co.	Rd.	P.O. Box	Emp. Agy.
immed.	Dept.	appt.	w.p.m.	N.
S.	E.	W.	St.	Blvd.
Ave.	yr.	R.N.	L.P.N.	tech.
med.	hr.	mfg.	asst.	adv.
wk.	approx.	lic.	C.P.A.	equip.
M or K	min. exp.	Bfts	s/h	ref.
HS	sal.	req.	F/pd	exp.

_____ evening
_____ company
_____ department
_____ East
_____ year
_____ hour
_____ approximately
_____ minimum experience
_____ salary
_____ West
_____ Registered Nurse
_____ manufacturing
_____ morning
_____ Equal Employment Opportunity
_____ million or thousand
_____ male/female
_____ Post Office Box
_____ words per minute
_____ street
_____ Licensed Practical Nurse
_____ assistant
_____ Certified Public Accountant

_____ shorthand
_____ Fee paid
_____ licensed
_____ benefits
_____ required
_____ immediate
_____ week
_____ High School
_____ Vice President
_____ Employment Agency
_____ North
_____ Boulevard
_____ technician
_____ advertising
_____ equipment
_____ reference
_____ wanted
_____ road
_____ appointment
_____ South
_____ Avenue
_____ medical

SOURCE: Henderson, M.B., Crain, J. & Walkenshaw, S. (1984). Career preparation: A School-to-Work Transition Curriculum. Kansas City, MO: Kansas City School District, Norman Career Center for Career Education, p. 50.

Classroom Strategy with Handout

Area: **Educational/Vocational Development**

Category: **Finding Jobs**

Classroom Strategy: **Sources of Job Information Worksheet**

PURPOSE: To educate students in the many avenues of information sources.

DIRECTIONS:

Distribute the Sources of Job Information Worksheet to students. Have students orally, or in a writing assignment, answer the questions. Provide the answer key to the students after they have answered the questions. Discuss their responses and the answers.

RESOURCES NEEDED:

Sources of Job Information Worksheet

Sources of Job Information Worksheet Answer Key

Paper

Pencil or pen

CORE COMPETENCIES:

Not applicable.

GUIDANCE COMPETENCIES:

55, 56, 57, 58, 59, 60.

SPECIAL ADAPTATION: The vocabulary in this activity may need to be explained or modified for some students. Discussion of the responses and correct answers is very important to ensure comprehension.

SOURCES OF JOB INFORMATION WORKSHEET

1. How can T.V. be a source of information about a job opening? Give an example.
2. What might be a disadvantage of using the Yellow Pages to find out about job openings?
3. How might potential employers give you information about other job openings?
4. Why might it be bad for your present boss to know that you are looking for another job?
5. What is a professional journal?
6. How might a relative of a friend who works for a large company know about job openings in their company that are in different departments from their own?
7. Can you get a union job if you aren't in a union?
8. Do state employment agencies charge fees?
9. Do state agencies list city and county positions? If they do not, where might be another place to look for them?
10. Is civil service the military?
11. What are the disadvantages of a private employment agency?
12. Some students will continue their education after high school. What additional sources of job information will they have?
13. What source of information might be used by someone interested in a job as a nurse?
14. What source of information might be used by someone interested in a job as a construction worker?
15. When is the largest list of Want Ads published?
16. "Mail Carrier" would be a job classified under which source of information?
17. Who offers aptitude testing as a free service as a part of job placement?
18. Which agencies have a history of placing people in positions which they do not keep for very long?
19. Name a source of information which has not been listed.

SOURCE: Henderson, M.B., Crain, J. & Walkenshaw, S. (1984). Career preparation: A School-to-Work Transition Curriculum. Kansas City, MO: Kansas City School District, Norman Career Center for Career Education, p. 42.

ANSWER KEY: SOURCES OF JOB INFORMATION WORKSHEET

In many cases there are no definitive answers. The answers given below are suggested answers. You will be the final judge of the value of the answers given.

1. Announcements and news items on television can inform you about future job possibilities. Ex. "Government awards contract to General Hospital to expand facilities."
2. Using the Yellow Pages to find out about job openings requires time and effort. The job seeker also must have courage and initiative to call the prospective employer.
3. Potential employers can tell you about other job openings within their company and other companies that may be hiring.
4. Your present boss or supervisor may be negative if he knows you are looking for another job; he might not give you the promotion you are expecting, he might not trust you, and he may expedite your leaving.
5. A professional journal is a publication prepared by, and intended for, members of a specific profession or trade.
6. Your relative or friend may be aware of job openings in their company because openings are posted and discussed by workers.
7. You may be hired for a union job if you do not belong to a union, but you will be expected to join the union after you have been hired or worked for a trial period.
8. State Employment Agencies do not charge fees for their services.
9. Job openings for city and county positions are listed through the city and county personnel offices, the public libraries, and sometimes through employment agencies. The openings are not always listed at state employment agencies.
10. No, the civil service is not the military.
11. A private employment agency's main goal is to make money. They are concerned with helping you get *a* job, not necessarily a *good* job or the *best* job for you.
12. College and trade school placement offices are additional sources of job information for students who continue their education after high school.
13. An individual may obtain information about a career in nursing through the want-ads, placement offices, and professional journals.
14. A construction worker may explore job openings through the want-ads, the Yellow Pages, or at a union office.
15. The most extensive list of want-ads is published in the weekend newspaper.
16. The Civil Service commission would be a source of information for someone seeking a job as a mail carrier.
17. State Employment Agencies offer aptitude testing as a part of their job placement service.
18. State Employment Agencies have a history of placing people on jobs which are not suited to their skills, interests, and aptitudes.
19. Teachers, counselors, etc. are sources of job information which are not listed on the "Sources of Information for Seeking a Job" chart.

SOURCE: Henderson, M.B., Crain, J. & Walkenshaw, S. (1984). Career preparation: A School-to-Work Transition Curriculum, Kansas City, MO: Kansas City School District, Norman Career Center for Career Education, pp. 44-45.

The Missouri Model for
Comprehensive Guidance Programs Curriculum Component

Area: **Educational/Vocational Development**

Category: **Improving Basic Skills and Study/Learning Skills**

Competency Statements

61. I know how to improve my writing, reading, speaking, listening, and math skills.
62. I can complete the tasks and projects which I start.
63. I know how to improve my test taking skills.
64. I know how to develop learning habits and skills that I can use throughout life.
65. I know how to study and how to get the most out of my study time.
66. I know how to take notes.

Suggested Activities for
The Missouri Model for
Comprehensive Guidance Programs Curriculum Component

Area: **Educational/Vocational Development**

Category: **Improving Basic Skills and Study/Learning Skills**

Competency Statements Sixty-one through Sixty-six

61. I know how to improve my writing, reading, speaking, listening, and math skills.

    ACTIVITIES

    A. Administer a learning styles instrument to students and discuss the results and the influence it has on their learning.

    B. Invite a guest speaker from business or industry to discuss subject matter relevance.

    C. Make available to students and parents free brochure from the Missouri Department of Elementary and Secondary Education, "25 Ways Parents Can Help With Reading."

62. I can complete the tasks and projects which I start.

    ACTIVITIES

    A. Provide students with goal worksheets and self contracts for goal attainment.

    B. Review with students goal setting criteria; it must be conceivable, believable, achievable, measurable, desirable, presented without an alternative, and neither self-injurious nor injurious to others.

    C. Provide students with a planning guide outline listing nine steps; name of project, purpose, plan of action and step-by-step procedure, people involved, resources needed, expenses, timetable, periodic progress reports, and evaluation of results.

63. I know how to improve my test taking skills.

    ACTIVITIES

    A. Make available to students the scriptographic booklet "How to Study," published by the Channing L. Bete Company.

    B. Inform teachers and students of options and modifications special needs students have available to them; for example, having a test read to a student, or using a tape recorder.

    C. Review with students the four kinds of objective test questions; multiple choice, matching, short answer, and true/false, and methods for answering them which would help on a test.

64. I know how to develop learning habits and skills that I can use throughout life.

ACTIVITIES

A. Teach students library skills, availability of materials, and the no cost factor of a public library.

B. Allow students the opportunity to visit a public library.

C. Discuss with students techniques of reading material for key points and summary paragraphs. Build students' confidence to ask questions when something is not understood.

65. I know how to study and how to get the most out of my study time.

ACTIVITIES

A. Review with students time management and goal setting techniques. Discuss with students how their attitude influences study habits.

B. Provide for students a sample planning notebook with tasks, dates, and deadlines listed.

C. Provide to students and parents information on study skills. Communicate to students and parents availability of assistance from support personnel or a peer tutoring program.

66. I know how to take notes.

ACTIVITIES

A. Arrange for specific note takers in classes and make a copy of these notes available to students in need of them.

B. Teach students note taking techniques such as learning to abbreviate, reading for key points and summary paragraphs, and listening for points of special emphasis and major conclusions.

C. Teach students two good methods for taking notes; outlining and mapping. Explain the structure of an outline with main idea and sub-ideas and details and mapping consisting of the same information but in a less structured arrangement.

Classroom Strategy with Handout

Area: **Educational/Vocational Development**

Category: **Improving Basic Skills and Study/Learning Skills**

Classroom Strategy: **Study Skills Survey**

PURPOSE: To improve students' study skills in listening, reading, writing, speaking, and following directions.

DIRECTIONS:

Have students answer the questions honestly. The students may check as many answers as apply for each question. Discuss with students how changing some behaviors may improve their success in school.

RESOURCES NEEDED:

Study Skills Survey

Pencil or pen

CORE COMPETENCIES:

IX - Language Arts: O-9

X - Language Arts: O-9

GUIDANCE COMPETENCIES:

61, 62, 64, 65.

STUDY SKILLS SURVEY

Answer the questions below honestly. This survey will help you learn more about your study habits. If you can develop good study habits, your classes will become more enjoyable to you and you will probably learn more. Please check as many answers as apply for each question.

	I never do this	I've done this in the past	I'm doing this now	I can do this in the future	I need help to do this
I pay attention in class.					
I do not disturb my neighbors.					
I make sure that I can see the blackboard.					
I make sure that I can hear assignments.					
I understand assignments when they are given.					
I ask my teacher for help when I do not understand.					
I write down assignments so that I will not forget them.					
I study at school during study time.					
I have set aside time each day to study after school.					
I study in a quiet area with no TV, radio, stereo, or people talking to distract me.					

STUDY SKILLS SURVEY *(CONTINUED)*

	I never do this	I've done this in the past	I'm doing this now	I can do this in the future	I need help to do this
I bring materials I need for class to school every day.					
I keep materials such as pencils, pens, and paper at home to do homework.					
I turn assignments in on time.					
I plan my study time to finish all of my assignments.					
I try not to waste time.					
I do the hardest work first.					
When studying for tests, I plan ahead so that I do not have to cram at the last minute.					
When studying for tests, I try to think about which topics are most important.					
I keep working until I know the answers.					
I take a break when I get tired, but I do not give up.					

Read the questions again and look at your answers. Are you happy with those answers? Discuss them with your teacher or counselor. See if that persons feels the same way you do about your answers. Ask your teacher or counselor for suggestions on how to improve you study habits. Wait a few weeks and answer this survey again.

SOURCE: *Career Education Manual for Counselors*, Career Education Office, (1984). St. Louis Public Schools, pp. 53-54.

Classroom Strategy with Handout

Area: **Educational/Vocational Development**

Category: **Improving Basic Skills and Study/Learning Skills**

Classroom Strategy: **100 Most Essential Career/Vocational Words**

PURPOSE: To help the student gain awareness and understanding of career and vocational terminology.

DIRECTIONS:

1. Play word games using the words on the 100 Most Essential Career/Vocational Words list.
2. Use the VAKT-Visual, Auditory, Kinesthetic, Tactile method for teaching sight word recognition.

RESOURCES NEEDED:

100 Most Essential Career/Vocational Words list

Pencil or pen

Flashcards of essential career words

Kinesthetic/tactile impressions of essential career words (words printed with raised letters, using glue, glitter, etc.)

CORE COMPETENCIES:

Not applicable.

GUIDANCE COMPETENCIES:

61, 64, 65.

100 Most Essential Career/Vocational Words

1. RULES
2. BOSS
3. EMERGENCY
4. DANGER
5. JOB
6. SOCIAL SECURITY
7. FIRST-AID
8. HELP WANTED
9. SAFETY
10. WARNING
11. SIGNATURE
12. TIME
13. ATTENDANCE
14. ABSENT
15. TELEPHONE
16. BILL
17. HIRED
18. OVERTIME
19. PUNCH IN
20. DIRECTIONS
21. PAYCHECK
22. WAGES
23. APPOINTMENTS
24. INCOME TAX
25. INTERVIEW
26. SUPERVISOR
27. VACATION
28. APPLY
29. FULLTIME
30. INCOME
31. QUIT
32. CHECK
33. CAREFUL
34. DANGEROUS
35. EMPLOYEE
36. LAYOFF
37. TAKE-HOME-PAY
38. UNEMPLOYED
39. COST
40. DEDUCTION
41. FIRED
42. CLOSED
43. PARTTIME
44. CORRECT
45. FOREMAN
46. TIME-AND-A-HALF
47. WORKER
48. BUY
49. RAISE
50. ON-THE-JOB

100 Most Essential Career/Vocational Words *(Continued)*

51. ENTRANCE
52. RESPONSIBLE
53. HOSPITAL
54. HOURLY RATE
55. SCHEDULE
56. INSTRUCTION
57. SAVE
58. UNION
59. CREDIT
60. ELEVATOR
61. PUNCTUALITY
62. RIGHTS
63. HOURS
64. PAYROLL
65. ATTITUDE
66. RELIABLE
67. WORK
68. CAUTION
69. LICENSE
70. POISON
71. OFFICE
72. POWER
73. QUALIFICATIONS
74. EARN
75. TRANSPORTATION
76. WITHHOLDING
77. VOTE
78. BREAK
79. COOPERATION
80. DEPENDABLE
81. MONEY
82. PHYSICAL
83. HAZARDOUS
84. NET INCOME
85. STRIKE
86. OWNER
87. REPAIR
88. ALARM
89. GROSS INCOME
90. MANAGER
91. REFERENCE
92. UNIFORM
93. HARD-HAT
94. AUTHORITY
95. TRAINING
96. HOLIDAY
97. LATE
98. PERSONAL
99. TOOLS
100. AREA

SOURCE: Port, S. *Career Exploration Handbook*, Whittier School District, Whittier, CA, pp. 11-12.

Classroom Strategy with Handout

Area: **Educational/Vocational Development**

Category: **Improving Basic Skills and Study/Learning Skills**

Classroom Strategy: **Functional Reading Skills**

PURPOSE: To help students be functionally literate in basic survival and vocational terminology.

DIRECTIONS:

Teach students the words on the list by using flashcards, kinestic tactics, or whatever method is appropriate for the level of the students.

RESOURCES NEEDED:

Functional Reading Skills list

CORE COMPETENCIES:

Not applicable.

GUIDANCE COMPETENCIES:

61, 64.

SPECIAL ADAPTATION: This list may need to be reduced to fewer words or phrases. The typing or printing may also need to be enlarged or spread out over more pages.

FUNCTIONAL READING SKILLS—SENIOR HIGH

Student can recognize the following functional sight words and can understand the meaning of each.

	RECOGNIZES	UNDERSTANDS
1. APARTMENT FOR RENT	_____	_____
2. BANK	_____	_____
3. BEWARE OF DOG	_____	_____
4. BUMP	_____	_____
5. BUS STOP	_____	_____
6. CAFETERIA	_____	_____
7. CASHIER	_____	_____
8. CAUTION	_____	_____
9. CLOSED	_____	_____
10. COIN-OPERATED	_____	_____
11. CONDEMNED	_____	_____
12. CROSS WALK	_____	_____
13. CURVE AHEAD	_____	_____
14. CUSTOMER PARKING ONLY	_____	_____
15. DANGER	_____	_____
16. DEAD END STREET	_____	_____
17. DENTIST	_____	_____
18. DETOUR	_____	_____
19. DISCOUNT STORE	_____	_____
20. DOCTOR	_____	_____
21. DOWN	_____	_____
22. DRIVE SLOWLY	_____	_____
23. DYNAMITE	_____	_____
24. DO NOT DISTURB	_____	_____
25. DO NOT PASS	_____	_____
26. DO NOT ENTER	_____	_____
27. DO NOT HANDLE	_____	_____
28. DO NOT INCINERATE	_____	_____

	RECOGNIZES	UNDERSTANDS
29. DO NOT PUT HEAD OR ARMS OUT OF WINDOW		
30. DO NOT WALK ON TRACKS		
31. DON'T WALK		
32. ELEVATOR		
33. EMPLOYEES ENTRANCE		
34. EMPLOYEES ONLY		
35. EMPLOYMENT OFFICE		
36. EMERGENCY EXIT		
37. ENTRANCE		
38. ENTER AT FRONT		
39. ENTER HERE		
40. ESCALATOR		
41. EXIT		
42. EXPLOSIVES		
43. FARE		
44. FEMALE		
45. FIRE ESCAPE		
46. FIRE EXTINGUISHER		
47. FIRE ALARM		
48. FIRST AID		
49. FLAMMABLE		
50. FOLLOW DIRECTIONS ON BOX		
51. FOR RENT		
52. FOR SALE		
53. FOUND		
54. FRAGILE		
55. FOR EXTERNAL USE ONLY		
56. FURNISHED		
57. GASOLINE		
58. GENTLEMEN		
59. GLASS		

	RECOGNIZES	UNDERSTANDS
60. GO		
61. HANDLE WITH CARE		
62. HAVE FARE READY		
63. HELP WANTED		
64. HIGH VOLTAGE		
65. HOSPITAL		
66. IN		
67. INFLAMMABLE		
68. INFORMATION		
69. KEEP LEFT		
70. KEEP OFF		
71. KEEP OUT		
72. KEEP REFRIGERATED		
73. KEEP RIGHT		
74. LADIES		
75. LAUNDRY		
76. LOADING ZONE		
77. LOUNGE		
78. LOST AND FOUND		
79. LOW OVERHEAD		
80. MALE		
81. MANAGER		
82. MEN		
83. MEN WORKING		
84. MERGING TRAFFIC		
85. MOTEL		
86. NARROW BRIDGE		
87. NEXT WINDOW		
88. NO ADMITTANCE		
89. NO DUMPING		
90. NO FISHING		

	RECOGNIZES	UNDERSTANDS
91. NO EXPERIENCE NECESSARY		
92. NO LEFT TURN		
93. NO LOITERING		
94. NO RIGHT TURN		
95. NO PARKING		
96. NO PETS ALLOWED		
97. NO PASSING		
98. NO SMOKING		
99. NO SWIMMING		
100. NO U TURN		
101. NOT RESPONSIBLE FOR LOST ARTICLES		
102. NO TRESPASSING		
103. NOTARY PUBLIC		
104. ONE LANE TRAFFIC		
105. ONE WAY TRAFFIC		
106. OPEN		
107. OPEN OTHER SIDE		
108. OUT OF ORDER		
109. OUT TO LUNCH		
110. PAVEMENT NARROWS		
111. PAY AS YOU ENTER		
112. PLEASE PAY CASHIER		
113. POISON		
114. POST OFFICE		
115. PRESS BUTTON FOR SERVICE		
116. PRIVATE		
117. PRIVATE PROPERTY		
118. PRESS TO OPEN		
119. PUBLIC TELEPHONE		
120. PUT TRASH HERE		
121. QUARANTINE		

	RECOGNIZES	UNDERSTANDS
122. QUIET		
123. QUIET ZONE		
124. RAILROAD CROSSING		
125. REST ROOMS		
126. RING BELL AND BE SEATED		
127. ROAD CLOSED		
128. ROAD UNDER CONSTRUCTION		
129. SCHOOL		
130. SELF-SERVICE		
131. SERVICE AREA		
132. SHAKE WELL BEFORE USING		
133. SINGLE LANE		
134. SLIPPERY WHEN WET		
135. SLOW		
136. SOFT SHOULDER		
137. SPEED LIMIT		
138. SMOKING PROHIBITED		
139. SPEED ZONE AHEAD		
140. STAIRWAY		
141. STOP AHEAD		
142. STOP		
143. STOP-LOOK-LISTEN		
144. STREET CLOSED		
145. STOP ON RED LIGHT		
146. SUPERINTENDENT		
147. TELEPHONE		
148. THIS SIDE UP		
149. THIS WAY OUT		
150. TOILET		
151. TOW AWAY ZONE		
152. TWO-WAY TRAFFIC AHEAD		

	RECOGNIZES	UNDERSTANDS
153. UNFURNISHED		
154. UP		
155. UNDERPASS		
156. U. S. MAIL		
157. VACANCY		
158. VOCATIONAL REHABILITATION OFFICE		
159. $50 FINE FOR LITTERING		
160. YIELD RIGHT OF WAY		
161. WAIT		
162. WALK		
163. WALK ON LEFT FACING TRAFFIC		
164. WARNING		
165. WATCH YOUR HEAD		
166. WATCH YOUR STEP		
167. WET PAINT		
168. WOMEN		
169. FASTEN SEAT BELTS		
170. WEAR SAFETY GLASSES		
171. NO LIFE GUARD ON DUTY		
172. X-RAY		
173. VISITORS PARKING		
174. APPLY AT OFFICE		
175. SOCIAL SECURITY OFFICE		
176. VISITING HOURS		
177. LIBRARY		
178. STAMPS		
179. PARCEL POST		
180. MONEY ORDERS		
181. CITY		
182. OUT OF TOWN		
183. AIR MAIL		

	RECOGNIZES	UNDERSTANDS
184. SPECIAL DELIVERY	_____	_____
185. C. O. D.	_____	_____
186. DRIVER'S LICENSE	_____	_____
187. NO CHECKS CASHED	_____	_____
188. CHECKS CASHED WITH PROPER IDENTIFICATION	_____	_____

SOURCE: Port, S. *Career Objective and Activity Handbook*, Whittier School District, Whittier, CA, p. 196-199.

Classroom Strategy with Handout

Area: **Educational/Vocational Development**

Category: **Improving Basic Skills and Study/Learning Skills**

Classroom Strategy: **Preparing For and Taking Tests: Objective Questions**

PURPOSE: To help students improve their test taking skills.

DIRECTIONS:

Review with students the information on the most frequently used kinds of objective test questions; multiple choice, matching, short answer, and true/false. Have students complete the exercises for each type of objective question. Read the examples provided to the students. After the students have completed the exercises, discuss the answers which are also provided.

RESOURCES NEEDED:

Preparing For and Taking Tests: Objective Questions

Pencil or pen

CORE COMPETENCIES:

IX - Language Arts: D-7

X - Language Arts: D-7

GUIDANCE COMPETENCIES:

63, 64, 65.

SPECIAL ADAPTATION: Read aloud to the students the introduction and the exercise questions. Write the examples of the board, possibly using colored chalk.

PREPARING FOR AND TAKING TESTS: OBJECTIVE QUESTIONS

INTRODUCTION

There are two kinds of test questions that you will be asked to answer in high school. These are OBJECTIVE questions and ESSAY questions. Sometimes you will have tests that include only one kind of question, either OBJECTIVE or ESSAY; you will also have tests that include both kinds of questions.

WHAT ARE OBJECTIVE QUESTIONS?

OBJECTIVE questions usually try to find out if you know facts or other kinds of specific information; they may also test more general understandings. Usually there is *one right answer* to an OBJECTIVE question, and the answer is *not* an opinion.

OBJECTIVE questions usually do not require very much writing in their answers. You may be asked to write a word or two in a blank or even a few sentences. More often, though, OBJECTIVE questions only ask you to pick a letter, word, or number.

The most frequently used kinds of OBJECTIVE questions are:

1. MULTIPLE CHOICE
2. MATCHING
3. SHORT ANSWER
4. TRUE/FALSE

WHAT CAN YOU LEARN ABOUT OBJECTIVE QUESTIONS THAT WILL BE HELPFUL?

There are *methods* that you can learn to use that can help you with each kind of OBJECTIVE question listed above. These methods are not a substitute for studying and learning the material on which you will be tested. However, they can help you to use what you do know more effectively when you're taking a test.

MULTIPLE CHOICE

Multiple choice questions ask you to choose the right answer from a number of possible answers.

This is one of the most frequently used kinds of questions, and it can be tricky. The method described below is one good way to go about answering multiple choice questions.

How To Answer Multiple Choice Questions

1. First read the question carefully.
2. Try to anticipate the answer in your mind *before* you start to look at the choices.

3. Read the choices given, and try to find the right answer.
4. Even if you're sure the first or second answer is right, read over all the others just to be certain. They may all be correct, and the last choice may be "all of the above."
5. If you don't know which answer is right after you've read all of them, then try this:

   First, cross off all of the choices that you know to be *wrong*. Usually this will leave you with only two possible choices. Then pick the one you think is best.

   If you have no idea which answer is right, GUESS (unless your teacher tells you not to do that).

EXAMPLE:

When people are in high school, they are (A) 18 (B) 16 (C) 15 (D) 17 (E) all of the above years old. _____

EXERCISE I: Multiple Choice

Directions: Answer each of the following questions by writing the letter of the correct answer in the blank at the right.

1. How many states have capital cities? (A) 50 (B) half (C) 48 (D) most (E) a lot. _____

2. Human beings are, according to taxonomic groupings: _____
   (A) insects (B) crustaceans (C) animals (D) plants (E) none of the above.

3. The Los Angeles Dodgers are a team that plays (A) chess (B) tennis (C) soccer (D) jacks (E) none of the above. _____

4. People first started to watch a lot of television in (A) 1899 (B) the 1950s (C) 1776 (D) the 1920s (E) 1964. _____

5. George Washington's false teeth were made of (A) soap (B) plastic (C) wood (D) aluminum foil (E) iron ore. _____

6. Anyone born in the United States of America can legally be _____
   (A) an American citizen (B) male or female (C) a doctor (D) President (E) all of the above.

7. The best method to use with multiple choice questions is to _____
   (A) guess a lot (B) pick the first answer that seems right (C) read through all of the choices and pick the best one (D) start with the last question and work backwards (E) put down A for all of them.

Source: National Association Secondary School Principals. (1979). Study Skills Program Level II. Reston, VA.

MATCHING

Matching questions usually give you *two* lists of information and ask you to connect them with each other in some way.

Read the directions carefully. Then, use *a process of elimination* to answer the question.

1. Do the ones you know first, and cross them off.
2. Then do the best you can with whatever ones are left.

EXAMPLE:

Directions: Write the number of the animal in the blank before the word which names a part of that animal.

1. dog	_____ hands
2. horse	_____ wings
3. bird	_____ spinnerets
4. spider	_____ paws
5. human being	_____ mane

EXERCISE II: Matching

Directions: Write the number of the city in the blank before the state in which that city is located.

1. Chicago	_____ Maine
2. New York	_____ Texas
3. Boise	_____ Louisiana
4. Tulsa	_____ Illinois
5. New Orleans	_____ California
6. Bangor	_____ Idaho
7. Houston	_____ New York
8. Sacramento	_____ Oklahoma

Source: National Association Secondary School Principals. (1979). Study Skills Program Level II. Reston, VA.

SHORT ANSWERS

With SHORT ANSWER questions, you need to know the answer, as there are no choices given to you. However, if you don't know the exact answer but do know something related to it, write down what you *do* know. You may get partial credit for it. Also, *guess* if you don't know the answer, unless your teacher tells you not to do so.

EXERCISE III: Short Answer

Directions: Fill in the blank with the right answer.

1. There are _____ whole numbers between one and ten, not including one or ten.

2. How did the first Europeans get to America?

   _____

3. Americans drive on the _____ side of the road.

TRUE/FALSE QUESTIONS

True/False questions are statements which you are asked to judge. Are they true or false?

True/false questions may seem easy, but they can also be very tricky and difficult. The single most important point to remember in doing these questions is this: for a statement to be true, it must be entirely true.

Be careful with statements that have one true part and one false part. IF ANY PART OF A STATEMENT IS FALSE, THEN IT IS A FALSE STATEMENT.

Also, be careful with statements that include the words *all*, *always*, *only*, or *never*. They are often false.

EXAMPLE:

Directions: Write true or false in the blank following each statement according to your judgment of its truth.

1. All statements that have the word never in them are false. _____

2. The sun is bigger than the moon, and the moon is bigger than the earth. _____

EXERCISE IV: True/False Questions

Directions: Each of the twelve statements below deals with suggestions for preparing to take tests or for taking objective tests. Read them carefully; then mark them true or false.

1. It's helpful to know what kind of test your teacher is going to give you. _____

2. Teachers almost never give clues beforehand about what's going to be on a test. _____

3. People learn most efficiently by studying for one long period of time the night before a test. _____

4. The best way to study is to re-read your notes and assignments. _____

5. It's very helpful to try to anticipate what questions your teacher will ask you on the test and then tell yourself the answers to those questions when you're studying. _____

6. A good way to relax for a test is to watch the late show with your friends, or get a good night's sleep. _____

7. Students who worry a lot about tests always do better. _____

8. You should begin to answer the first question on the test right after you read it. _____

9. Read all of the directions on the test carefully; then follow them exactly. _____

10. Guess whenever you don't know the answer unless there's a penalty for guessing. _____

11. Do the hardest question first. That way you'll get the hardest questions out of the way. _____

12. Don't second guess yourself when going over your answers. Trust your first judgment unless new information comes up. _____

Source: National Association Secondary Principals. (1979). Study Skills Program Level II, Reston, VA.

ANSWERS FOR EXERCISE IV: TRUE/FALSE QUESTIONS

Suggestions For Preparing For Tests

1. TRUE Yes, it's very helpful to know what kind of test you are going to have. If you know what kind of test you'll have, you'll be better able to study for it.
2. FALSE Not true! Teachers often give clues about what they think is most important, and what they think is important is usually what you'll need to know for a test. Pay close attention to what the teachers says in the classes just before the test.
3. FALSE No, people don't learn best this way. You can learn more by studying for several shorter periods of time rather than one long one. If possible, study for some time on each of the several days before the test; don't wait until the last night.
4. FALSE Don't just re-read! When you study, ask yourself questions and then answer them. If you can't answer them, then look up the answer. Study actively!
5. TRUE Yes! Try to anticipate what questions your teacher will ask you, and then tell yourself the answers. You'll be surprised at how good you can get at this!
6. FALSE Get a good night's sleep before a test. Be as physically ready as you would be for a sporting event. (But don't try to watch the late show that night!)
7. FALSE Not true! Worrying won't help you. Both when you study and when you take the test, try to relax. Don't worry; do the best you can!

Suggestions For Taking Objective Tests

8. FALSE No, don't start answering right away. First, look over the *entire test*. Know how much time you have to finish it, and how much time you want to give to each question or set of questions.
9. TRUE Yes! Read all directions carefully; follow them exactly.
10. TRUE Yes! Guessing can't hurt your score, unless there's a penalty for guessing. And you may guess the right answer!
11. FALSE No, don't do the hardest questions first. Rather, do the questions you know best first. Also, if you don't know the answer to a question, don't spend a lot of time puzzling over it. Go on to the next question, and come back to the difficult one later if you have time.
12. TRUE Yes! When going over your answers, trust your first judgment unless new information comes up to convince you that your first answer is wrong. Don't second guess yourself.

UNIT IX SUMMARY: PREPARING FOR AND TAKING TESTS: OBJECTIVE QUESTIONS

Objective questions usually have one right answer which is not a matter of opinion.

There are four main kinds of objective questions; you can learn methods for answering them which will help you on a test.

The four main kinds of objective questions are:

1. Multiple Choice	Read the question carefully. Try to think of the answer before you look at the choices. Read all of the choices given. If you don't know the answer after you've read the choices, cross off the choices you know to be wrong. Pick the most sensible one that remains.
2. Matching	Do the ones you know first, and cross them off. Then, do the best you can with whatever ones are left.
3. Short Answer	If you don't know the exact answer, write down anything you do know that's related. You may get partial credit.
4. True/False	Read the statements very carefully. Remember that all parts of a statement must be true for it to be true.

SOURCE: National Association Secondary School Principals. (1979). Study Skills Program Level II, Reston, VA.

Classroom Strategy with Handout

Area: **Educational/Vocational Development**

Category: **Improving Basic Skills and Study/Learning Skills**

Classroom Strategy: **How Do You Study?**

PURPOSE: To teach students better organization and study skills.

DIRECTIONS:

Have students complete the six questions about their present study environment. Then have students complete the description of a good study environment and rate their environment. Have students complete exercise I by rating the environment in the stories. This may be read aloud or in discussion mode. Review and discuss the information on how to study. In a like fashion have student complete exercise II. Review and discuss the additional information on study habits.

RESOURCES NEEDED:

How Do You Study? Handout

Pencil or pen

CORE COMPETENCIES:

IX - Language Arts: D-4

X - Language Arts: D-4

GUIDANCE COMPETENCIES:

61, 63, 64, 65.

SPECIAL ADAPTATION: This activity may require much reading aloud. The stories could be tape recorded or reworded to achieve the same setting. Students could draw a picture of their study environment and share with the class the significance of the drawing.

HOW DO YOU STUDY?

INTRODUCTION

Study can be reading, listening, watching, thinking, or doing. In this exercise, you are going to look at how *you* study, particularly when you are doing school work. Also, you will find suggestions that can help you learn to study more effectively.

STUDY ENVIRONMENT

Your environment is everything that surrounds you. Your *study environment*, then, is what surrounds you when you study.

Directions: Answer the questions below, and you'll develop a picture of *your* study environment.

1. Where do you usually study at home? _____

2. What can you see around you when you're studying? _____

3. What can you hear around you when you're studying? _____

4. Where do you keep your supplies (books, paper, pens and pencils, etc.) for studying? _____

5. Where do you study at school? _____

6. Is there anywhere else that you study? If so, describe it. _____

WHAT IS A GOOD STUDY ENVIRONMENT?

People learn in many different ways. We are all individuals and have our own ways of doing things. So, what is a good study environment for one person may be different from that of another person. However, there do seem to be some parts of a study environment that are good for *most* people.

Can you describe what these parts are? In the spaces below, list what you think are *two* parts of a good study environment.

1. _____

_____

2. _____

_____

Description of a Good Study Environment

1. _____

_____

_____

2. _____

_____

_____

3. _____

_____

_____

4. _____

_____

_____

HOW WOULD YOU RATE YOUR STUDY ENVIRONMENT AT HOME?

Circle the word that best describes your study environment at home.

poor fair good

SUGGESTIONS FOR CREATING A GOOD STUDY ENVIRONMENT

1. Choose a place at home for studying where you feel comfortable, and study in that place. If you have your own room, that's probably the best place. If not, choose a place to work where you will be interrupted by other people as little as possible.

2. When you study, try to remove things that will catch your attention and distract you. TV is very distracting and will take your attention away from what you're trying to learn. So will windows if you sit in front of one. The less distractions that you can see, the more effective your learning will probably be.

3. Noise is also a powerful distraction. Try to make your study place as quiet as possible. Ask people not to talk to you when you're studying. If you usually study with music on, try working without it for a week. You may discover that you can learn better without it.

4. If it's hard for you to find a place at home where you can study, ask your family to help you. Tell them that you're trying to study and that you need to reduce the distractions around you as much as possible. Ask them to help you create a good study environment for the time you need to do your work.

5. Some people can study even if they are surrounded by distractions. These people have learned to concentrate on what they are doing and ignore everything else. Find out how well you can do this. Can you do some of your work in school during study halls? Can you study on the bus? Sitting outside in the sun? Early in the morning before breakfast? Discover where and when you can study effectively!.

Source: National Association of Secondary School Principals. (1979). Study Skills Program, Level II, Reston, VA.

EXERCISE I

Directions: Each of the "stories" below describes one method that a person uses as part of his or her studying. Read each "story" and decide whether you think the method used is *good*, *fair*, or *poor*. Write one of these three words in the blank below each "story."

1. Karen sat down at her desk after dinner and started to think about what she had to do tonight. "Well," she said to herself, "I have to read the first ten pages in chapter three, the one about the first colonies. Okay, well, the math will take about forty-five minutes, and the history will take, oh, maybe half an hour at the most. Then I can call up Deirdre or listen to music. Or maybe Russ will call me. Or maybe I'll call him!" She opened her math book and started to read.

_____

2. Roger opened his science book to page 34 and started to read with the very first word on the page. He was in a hurry, so he didn't bother even to look at the chapter title or any of the headings. "Gravity is a force . . ." he read, and his eyes kept following the words down the page. Soon, however, his thoughts began to wander away from what he was reading. What was the name of that new girl in his science class? he wondered. And where had she moved here from? Was she ever cute! But would she even talk to him? Well, he could just go up to her and say hello. Five minutes later he'd finished the first section of the chapter and put the book down on his knee. He wanted to rest for a minute before he went on.

_____

3. It was ten minutes to nine, and Jack had reached the last page of his history reading. One more page about the American Revolution, he thought, and I'll be done. The American Revolution wasn't bad, but he really wanted to watch TV at nine. There was a really good football game on. Quickly his eyes raced down the last two columns of print. When he reached the end, he yelled, "Hooray!" and tossed the book on his bed. He raced downstairs and switched on the television.

_____

Source: National Association of Secondary School Principals. (1979). Study Skills Program, Level II, Reston, VA.

SUGGESTIONS FOR HOW TO STUDY

1. How do you begin to study?

   Before you start to study, ask yourself what you want to accomplish in this study session. Set goals for how long it might take you to do each part of your work. Be sure that your goals are realistic for you. Also, plan to do your hardest work first when you're most alert.

   Why? If you know what you want to get done and about how long it will take, you can work more efficiently to meet your goals.

2. How do you start an assignment in which you want to learn new material?

   Quickly tell yourself what you already know about the subject of your assignment. Then ask yourself: what do I want to find out about this topic? What am I trying to learn about it?

   Why? Having questions in mind that you're trying to answer will help you to be more actively involved in your studying. It will also help you to concentrate better on what you're doing.

3. What do you do when you finish an assignment?

   When you finish studying something, briefly go over what you've just learned. Talk to yourself about it; imagine that you're explaining it to someone else. Or actually find someone to whom you can explain it.

   Why? Briefly going over what you've just learned will help you to remember it more effectively.

Source: National Association of Secondary School Principals. (1979). Study Skills Program Level II, Reston, VA.

EXERCISE II

Directions: Follow the same directions as for Exercise I. Rate each of the methods of study described in the "stories" below as *good*, *fair*, or *poor*.

1. Sheila liked to work on Algebra problems with her friends, Gail and Ellen. She found that talking about the problems helped her to understand them better. Besides it was a lot more fun than sitting by yourself. Tonight, however, she had to write a composition for English. Gail and Ellen wanted to get together while they were writing. Sheila wanted to go, but she knew that she would never get any writing done unless she was alone. Finally she decided to go, but her prediction was accurate. They spent most of the evening talking, and Sheila had to write her composition very hastily when she got home.

_____

2. On the second day of school Lisa had her first homework assignment for the year. Oh boy, she thought, they couldn't even wait until next week to start piling it on. This year, she resolved, I'm going to start my homework right after dinner and get it done then, so I can do what I want to later on. Every night I'll start at the very same time, she assured herself.

When she excused herself from the table after dinner, Lisa rushed upstairs and put her books on the table. But before she began, she decided that she just had to call her friend, Maryann. One call led to another, and then her brother yelled up for her to come down and watch a show on TV for an hour. At ten minutes to ten, she finally returned to her room and had to rush to do at least some of her homework before she went to sleep.

_____

3. Tom had more than two hours of homework, he had figured. If he had to sit still for more than two hours and read and write, he would certainly go crazy. He decided to work out a schedule for himself. He would work for half an hour and then relax for ten minutes, shoot some pool or listen to music or something. Then he'd start working again. And he'd keep that schedule until he was finished with his homework.

_____

MORE SUGGESTIONS FOR HOW TO STUDY

1. When is it best to study alone, and when is it good to study with others?

   To answer this question, you'll have to look carefully at how *you* learn. Most people need to study alone when they're reading and writing. Some people like to do problems and study for tests by themselves as well. Others work well with friends and learn a great deal this way. The key is to be aware of *what you're really doing* when you study. If you're studying with friends but you're not getting enough work done, then you need to do more by yourself.

2. When is the best time to study?

   This depends on *you*. When are you most awake and alert? Try to do your studying at that time. It's helpful to most people to have a definite time for studying and to start working at the same time each day.

   Why? If you start studying at about the same time each day, you can make a *habit* of it. A *habit* is something you do automatically, without a lot of effort. If you make starting to study into a *habit*, then you'll find it much easier to get your work done.

3. How long should you study before taking a break?

   For most people 25-45 minutes is the best length of time for studying before taking a break. Then rest for 5-15 minutes, or do something you enjoy! If you've studied well, reward yourself. Stretch, walk, talk, listen to music, shoot baskets, or do something that you like to do. Then go back to your studying.

   Why? If you mix periods of studying with shorter periods of relaxing, you'll be able to pay attention and learn more effectively.

SOURCE: National Association of Secondary School Principals. (1979). Study Skills Program Level II, Reston, VA.

Classroom Strategy with Handout

Area: **Educational/Vocational Development**

Category: **Improving Basic Skills and Study/Learning Skills**

Classroom Strategy: **Improving Your Memory**

PURPOSE: To help students improve long and short term memory skills.

DIRECTIONS:

Read the directions for exercise I aloud. After students complete list A, review the directions for list B. Allow students to practice the LINK method. Read aloud the exercises for section II and have students practice with list C. Follow with teaching students the information on mnemonics and peg words. Let them practice with lists D and E. Continue with the information on acronyms and acrostics.

RESOURCES NEEDED:

Improving Your Memory

Pencil or pen

CORE COMPETENCIES:

IX - Language Arts: D-7

X - Language Arts: D-7

GUIDANCE COMPETENCIES:

61, 64, 65, 66.

SPECIAL ADAPTATION: Write words on index cards in bright colors. Have a collage of pictures that are associated with the words.

IMPROVING YOUR MEMORY

EXERCISE I

Directions: Below is a list of ten words. Read through the list only *once*. Then cover it up with your hand. How many words from the list can you remember?

Write the number of words that you remembered in the blank at the right.

_____

LIST A

1. baseball
2. earring
3. towel
4. popcorn
5. awning
6. bucket
7. separation
8. tree
9. landslide
10. building

Most people can't remember more than half of a list of ten words like the one above. But there's a simple method that you can learn in the next ten minutes that will help you to learn a list like this one easily. It can also help you to learn much longer and more difficult lists, too. This is called the *link method*.

Source: National Association of Secondary School Principals. (1979). Study Skills Program, Level II, Reston, VA.

THE LINK METHOD

Below you'll find the directions for how to use the *link method*. Use List B to practice the steps of this method.

LIST B

1. airplane
2. clown
3. tree
4. rug
5. envelope
6. window
7. pail
8. pen
9. sing
10. chair

1. Remember the first word on the list by repeating it several times. Then picture an airplane in your mind.

2. Now you want to *link* the first word, airplane, to the second word, clown. You do this by imagining a *ridiculous picture* in your mind that shows both an airplane and a clown.

   FOR EXAMPLE: a giant clown standing on his hands on the wings of a flying airplane; or a thousand airplanes buzzing all around a clown as tall as the Empire State Building.

   Be sure that you "see" in your mind's eye not the word itself but the object or action that the word stands for. Also, be sure that the image or mental picture you "see" is ridiculous. The more ridiculous it is, the easier it will be for you to remember the words.

   How do you make the image ridiculous?

   a. Use ACTION in your image. Have things moving around or doing something.

   b. Change the PROPORTION of how things are normally seen. Make everything larger than life!

   c. Use EXAGGERATION. See thousands or millions of things!

3. YOU ONLY NEED TO SEE THE MENTAL IMAGE OR PICTURE LINKING THE TWO WORDS *FOR A SECOND*. Then let the picture go away.

4. Once you've *linked* the first two words, airplane and clown, then go ahead and *link* the second word, clown, with the third word, tree, in the same way. "See" an image in your mind's eye that includes both a clown and a tree. Make the image as ridiculous as possible!

   FOR EXAMPLE: a field of thousands of clowns bouncing up and down on trees as if they were pogo sticks; or a giant clown balancing a tree on the end of his nose.

5. Keep going until you reach the end of the list. *Link* each word to the one that follows it with a ridiculous image. (In List B, after airplane and clown, and clown and tree, *link* tree and rug, rug and envelope, envelope and window, window and pail, pail and pen, pen and sing, and sing and chair. In all, you will "see" nine different images.) REMEMBER THAT YOU NEED TO "SEE" EACH IMAGE ONLY FOR A SECOND. Then let that picture go away.

6. Now go back and cover up List B with your hand. How many words can you remember? Write the number of words that you remembered in the blank at the right.

   _____

EXERCISE II

Directions: Use the *link method* to learn List C. Remember to follow the two basic steps:

1. Link each word with the one following it in a mental picture or image.

2. Make the image as ridiculous as possible.

LIST C

1. basketball
2. lion
3. salami
4. desk
5. star
6. gate
7. nose
8. door
9. truck
10. rock

MNEMONICS

The *link method* is a mnemonic (ne-mon-ik) method. Mnemonics is simply the art of training your memory to work more effectively. Any method that helps you to remember better is a mnemonic method. One such method that almost everyone knows is this simple rhyme:

"Thirty days has September,
April, June, and November."

The rest of this unit will show you three other simple mnemonic methods: peg words, acronyms, and acrostics.

PEG WORDS

Once you've learned a list of words using the *link method*, you would have to go through all the words on that list before remembering any particular word that you wanted to recall. For example, using the *link method*, to remember #7, you'd have to start with #1 and work through the list until you reached #7. However, using *peg words*, you can recall any number on a list without having to recite the whole list before that word.

A *peg word* is simply a word that stands for a number. Usually it's a word that rhymes with its number.

Below is a list of good *peg words* for the numbers 1-10. Go over the list a few times until you've learned the peg words.

one is a *bun*

two is a *shoe*

three is a *tree*

four is a *door*

five is a *hive*

six are *sticks*

seven is *heaven*

eight is a *gate*

nine is a *line*

ten is a *hen*.

USING PEG WORDS

Once you know the *peg words*, you can use exactly the same picturing method that you used with *link* words. Use List D below to practice the steps for using *peg words*.

LIST D

1. glass
2. lamp
3. dog
4. tie
5. bus
6. ear
7. doughnut
8. car
9. banana
10. fire

1. Create a picture in your mind that links the first word, glass, with the peg word for one, bun. Remember to make the picture as ridiculous as possible. For example: a thousand glasses each the size of a building, each with a hamburger bun sitting on top.

   Remember to use ACTION, PROPORTION, and EXAGGERATION to make your mental pictures ridiculous!

   Also, remember that you only need to "see" each mental picture for a second. Then, let that picture go away, and go on to the next one.

2. Now go on to the second word, lamp, and the peg word for two, shoe. See a ridiculous picture in your mind. For example: a giant lamp walking and wearing a shoe; or a thousand lamps blinking on and off that all look like shoes.

3. Follow this same method until you've gone through all ten words. (You'll "see" ten pictures in all.) Now cover up the list with your hand. From your memory, write the appropriate words in the blanks below.

   What is #6? _____

   What is #2? _____

   What is #9? _____

   What is #5? _____

Source: National Association of Secondary School Principals. (1979). Study Skills Program, Level II, Reston, VA.

EXERCISE III

Directions: Use the *peg word* method to learn List E below. Then check your memory by answering the questions below the list.

LIST E

1. lake
2. map
3. ant
4. ashtray
5. picture
6. matchbook
7. hamburger
8. record
9. leg
10. roof

Cover the list with your hand and answer the questions below.

What is #10? _____

What is #4? _____

What is #1? _____

What is #6? _____

ACRONYMS

An acronym is a word that is made by taking the first letter from each word that you want to remember and making a new word from all of those letters. For example, if you wanted to remember the names of the Great Lakes, you could learn the acronym HOMES.

Huron

Ontario

Michigan

Erie

Superior

Or, if you wanted to remember how to make your mental pictures ridiculous when you use the *link word* or *peg word* methods, you could learn the acronym APE.

Action

Proportion

Exaggeration

Another useful acronym is one that can be used to help you remember the colors of visible light in the spectrum in the order in which they appear: ROY G BIV.

Red
Orange
Yellow
Green
Blue
Indigo
Violet

The words *awol* and *snafu* are common acronyms. Do you know what the letters stand for?

awol _____

snafu _____

Do you know any other acronyms?

ACROSTICS

An *acrostic* is a sentence which is made by taking the first letter from each word or symbol that you want to remember and then inserting another word beginning with that same letter. For example, to help you remember the lines on a musical staff, the acrostic is:

Every good boy does fine.

E —Every
G—good
B —boy
D—does
F —fine

Do you know any other acrostics?

OTHER MNEMONIC METHODS

These are four simple mnemonic methods; there are many others, including methods that you can use to help you remember names and numbers, errands and appointments, and many other different kinds of information.

If you want to learn more about mnemonic methods, find a book in your school or public library that will explain them to you. Then all you need to do is practice! An example of one such book is *The Memory Book*, by Harry Lorayne and Jerry Lucas.

SOURCE: National Association of Secondary School Principals. (1979). Study Skills Program Level II, Reston, VA.

The Missouri Model for
Comprehensive Guidance Programs Curriculum Component

Area: **Educational/Vocational Development**

Category: **Vocational Selection and Training**

Competency Statements

87. I have visited vocational programs before enrollment.

88. I know and understand enrollment requirements and selection procedures for specific courses either at the area vocational school or my own high school.

89. I know how basic skills (math, reading, etc.) relate to my vocational goals.

90. I know my strongest vocational interests, aptitudes, and abilities.

91. I have received assistance in enrolling in a vocational program in which I have interests, aptitudes, and abilities.

92. I know the job opportunities available to those who complete area vocational school.

Suggested Activities for
The Missouri Model for
Comprehensive Guidance Programs Curriculum Component

Area: **Educational/Vocational Development**

Category: **Vocational Selection and Training**

Competency Statements Eighty-seven through Ninety-two

87. I have visited vocational programs before enrollment.

ACTIVITIES

A. Arrange for tours of vocational school for students of elementary age through secondary school age. Invite small groups of students interested in a particular program to spend an hour or more visiting that program.

B. Provide an opportunity for parents to visit vocational school facilities and talk with teachers, administrators, counselors, and support personnel regarding programs and policies.

C. Provide an opportunity for the vocational school staff and special services staff to meet and communicate about programs and policies; perhaps an informal open house setting where teachers could visit the vocational school.

88. I know and understand enrollment requirements and selection procedures for specific courses either at the area vocational school or my own high school.

ACTIVITIES

A. Invite the vocational school counselor, placement coordinator, or director to present on enrollment procedures to small group settings.

B. Communicate to parents and students in written form selection procedures, necessary prerequisites, and application deadlines.

C. Review with students appropriate procedure to obtain good written references from teachers and employers.

89. I know how basic skills (math, reading, etc.) relate to my vocational goals.

ACTIVITIES

A. Invite graduates (former students) to return as guest speakers to discuss actual skills used on the job.

B. Invite employers to discuss with students their expectations for employees.

C. Provide an opportunity for vocational teachers to communicate to special services teachers the basic skills necessary for specific vocational programs. Competency based education or entry level skills curriculums could be used.

90. I know my strongest vocational interests, aptitudes, and abilities.

ACTIVITIES

A. Make students aware of the assessment information in their permanent record. Explain to students test results and their implications.

B. Provide career evaluation and counseling to those students not evaluated by mandates in P.L. 98-524.

C. Communicate to parents and students career evaluation and counseling information and resources for further information, for example, Employment Security Office or Civil Service Office.

91. I have received assistance in enrolling in a vocational program in which I have interests, aptitudes, and abilities.

ACTIVITIES

A. Present information on vocational programs and enrollment procedures in appropriate classrooms.

B. Schedule individual appointments with students who need assistance to complete the vocational school application process. Communicate to parents pertinent and necessary information.

C. Review with students their four year plan, Individualized Vocational Education Plan, or Individualized Education Plan and the assessment and goals contained therein.

92. I know the job opportunities available to those who complete area vocational school.

ACTIVITIES

A. Invite a representative from Employment Security to present to classes on community employment.

B. Contact the Missouri Occupational Information Coordinating Committee, 421 E. Dunklin, Jefferson City, MO 65100, for materials regarding employment outlooks in Missouri.

C. Invite the vocational school placement coordinator to share his/her follow-up reports with students and parents.

Classroom Strategy with Handout

Area: **Educational/Vocational Development**

Category: **Vocational Selection and Training**

Classroom Strategy: **Interest Inventory**

PURPOSE: To help students understand the relationship between occupation, family, interests, and leisure time activities.

DIRECTIONS:

A. Have students write as many activities in each category in which they have an interest. They may write "none" in any category. Encourage the students to be honest and specific.

B. Distribute the "B" worksheet and ask students to relate their interests to an ability and then to a behavior and possible occupation. Review the examples provided. Instructions may need to be repeated as the students work through the activity.

RESOURCES NEEDED:

Interest Inventory worksheet

Related Occupations worksheet

Pencil or pen

CORE COMPETENCIES:

IX - Language Arts: F-1, F-2, G-1, J-1

X - Language Arts: F-1, F-2, G-1, J-1

GUIDANCE COMPETENCIES:

6, 90.

SPECIAL ADAPTATION: Students may tape record their responses or just respond orally in a class discussion.

A. INTEREST INVENTORY

SEE IF YOU CAN: Identify those activities, leisure time or career-oriented, that you have an interest in (that you enjoy).

INSTRUCTIONS: Write as many activities in each category in which you have an interest (those you enjoy). You may write "none" in any category, and some may be left blank. You will learn more about yourself if you answer honestly. Don't worry if your answers in any two categories are similar. Be specific.

1. What activities do you enjoy where you are helping or working with someone else (a friend, a young child, an adult)?

   _____

   _____

2. What activities do you enjoy where you have to use your hands (either to make or fix anything) or use tools or materials (such as wood, fabric, plastic, food, chemicals, etc.)?

   _____

   _____

3. What activities do you enjoy when you have to be friendly, social?

   _____

   _____

4. What activities do you enjoy where you must be very accurate and careful?

   _____

   _____

5. What activities do you enjoy where you have to solve a problem or search for a solution?

   _____

   _____

6. What activities do you enjoy where you have to use your imagination (ideas) or in which you have to be creative?

   _____

   _____

7. What activities do you enjoy where you have to persuade or convince someone else to do something (like selling something or giving advice)?

   _____

   _____

8. Are there any activities where you enjoy being the leader?

   _____

   _____

   Are you more comfortable when someone else is the leader?

   Answer "yes" or "no" _____

9. What extracurricular activities in school do you enjoy?

_____

_____

_____

10. In what school subjects or topics are you most interested?

_____

_____

_____

11. Pretend you have just been given a one month vacation. What would you choose to do by yourself?

_____

_____

_____

Pretend you have just been given a one month vacation. (continued) Which would you choose to do with other people (friends, family, etc.)?

_____

_____

_____

What activities would you want to try, but never have tried, and are a little afraid of trying?

_____

_____

_____

12. Think about the last two weeks. List all the activities that you chose to do (no one forced you to do them) after school or on weekends.

_____

_____

_____

SOURCE: Ahrens, Marjorie. *Ideas for Activities*, Michigan Career Exploration Project, Wayne, MI.

B. RELATED OCCUPATIONS

SEE IF YOU CAN: Relate the activities in which you have an interest to a related ability you may have, to any behavior that may result from that interest, and to possible occupations. Leave blank any items that you cannot answer.

Example:

INTERESTS	ABILITIES	BEHAVIORS	OCCUPATIONS
I like to read books.	I read well.	I read books often.	editor, writer, librarian
I like to cook.	I cook well.	I make dinner for the family often.	home economist, cook, gourmet cooking instructor
I like making models of things.	I am good with my hands.	I do well in shop class.	tool and die maker, designer, machinist

INTERESTS	ABILITIES	BEHAVIORS	OCCUPATIONS

SOURCE: Ahrens, Marjorie. *Ideas for Activities*, Michigan Career Exploration Project, Wayne, MI.

Classroom Strategy with Handout

Area: **Educational/Vocational Development**

Category: **Vocational Selection and Training**

Classroom Strategy: **Student Performance Evaluation Form**

PURPOSE: To help the teacher, VRE, or counselor assess the vocational skills exhibited by the student.

DIRECTIONS:

A teacher, counselor, or vocational resource educator should observe the student in the vocational setting or simulated setting, record the performances, and comment on any behaviors pertinent to the success of the student attending to the stated tasks. This information should then be used in future program or career planning for the student.

RESOURCES NEEDED:

Student Performance Evaluation Form

tape measure

hand saw

hammer

square

level

measurement stick

CORE COMPETENCIES:

Not applicable.

GUIDANCE COMPETENCIES:

89, 90.

STUDENT PERFORMANCE EVALUATION FORM

Student's Name: _____ Date: _____

Observer(s): _____

PROCESS ASSESSMENT

OBSERVED PERFORMANCES	YES	NO	COMMENTS
DID THE STUDENT:			
use the following tools properly:			
Tape Measure			
Hand Saw			
Hammer			
Square			
Level			
use the following tools with ease:			
Tape Measure			
Hand Saw			
Hammer			
Square			
Level			
DID THE STUDENT:			
stick to the task?			
appear to enjoy the task?			
need further instruction?			
at what point?			
how much time had elapsed?			
become frustrated with the task?			
at what point?			
how much time had elapsed?			

(USE THIS SPACE TO EXPLAIN ANY FRUSTRATION)

PROCESS ASSESSMENT

OBSERVED PERFORMANCES	YES	NO	COMMENTS
DID THE STUDENT:			
refer to the written instructions?			
how much?			
follow instructions well?			
oral			
written			
further explanations			
DID THE STUDENT:			
complete the task			
with sufficient ease?			
How much time elapsed from start to finish			
Did the student appear confident during this activity?			
Did the student rush to finish and show a crude finished product?			

PRODUCT ASSESSMENT

MEASURABLE SKILLS	UNSATISFACTORY 1/4	UNSATISFACTORY 1/8	SATISFACTORY 0	UNSATISFACTORY 1/8	UNSATISFACTORY 1/4	COMMENTS
Measuring (1/8" tolerance)						
Cutting (1/8" tolerance)						
Squaring (1/4" tolerance)						
Leveling (1/8" tolerance on bubble)						

OVERALL COMMENTS AND RECOMMENDATIONS

STATEMENT OF PRESENT LEVEL PERFORMANCE

ADAPTED FROM: Sample developed and used in the Building Trades programs, Vermillion Occupational Education Center, Danville, Illinois.

Classroom Strategy with Handout

Area: **Educational/Vocational Development**

Category: **Vocational Selection and Training**

Classroom Strategy: **Student Interview Format**

PURPOSE: This instrument is for assessment of a student's occupational maturity and career awareness.

DIRECTIONS:

Students may choose to answer the questions in the interview on paper or in an oral interview. Discuss with students the implications from his/her responses and possible future options.

RESOURCES NEEDED:

Student Interview Format

Pencil or pen

CORE COMPETENCIES:

Not applicable.

GUIDANCE COMPETENCIES:

88, 89, 90, 92.

STUDENT INTERVIEW FORMAT

Name: _____ Date: _____

Address: _____ Age: _____ Grade: _____

Attitudes toward handicap.

1. Do you have any sort of handicap?
2. Are you in a special education program? Which one? Why?
3. How do you feel about being in this program?
4. How do your family and friends feel about it?

Interests and activities.

5. What do you do in your leisure time? Sports? Hobbies? Church? etc.
6. Do you have any jobs at home? What?
7. What job do you think you would like to do and be good at?
8. What job(s) do you really think you would not like? Why?

Occupational and Career Awareness.

9. Name as many jobs as you can (up to 15).
10. Name three jobs available in a supermarket.
11. What are ways to find out about job openings?
12. What do employers look for when they hire someone?
13. What are some reasons people get fired from jobs?
14. What would an employer like about you? Not like?
15. What should you do if you are going to be late or absent from work?

Work and classroom preferences.

16. What teachers do you like best? Why? Which least? Why?
17. Do you like to work by yourself or with a group?
18. On a job, would you rather sit most of the time or move around a lot?
19. Would you rather work outside or inside, or both?
20. How would you feel about working where it is cold? Hot? Wet? Where there are dangerous things about?
21. What kinds of people do you not like to work with?

Educational interests.

22. What courses would you like to take? Which do you not want to take?
23. Would you like to enroll in vocational training now or later? What?

Functional Skills.

24. If you lived by yourself and had a job, what are some of the things you would have to spend your money on each month?
25. How much does it cost for groceries for two people each week if you cook at home?
26. Can you use a telephone? How do you dial emergency?
27. If you had a job, how would you get to work? Can you drive?
28. Do you go shopping by yourself? What do you buy?

Family.

29. How do your folks feel about your working?
30. Do they trust you?

(Adapted from form developed at Region XX Education Service Center)

SOURCE: *Vocational assessment of students with special needs: An implementation manual.* (1982). Commerce, TX: Occupational Laboratory, p. 97.

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GLOSSARY

Academically disadvantaged - Individual who scores below the 25th percentile on a standardized achievement or aptitude test, whose secondary school grades are below 2.0 on a 4.0 scale (where the grade "A" equals 4.0) or fails to attain minimal academic competencies. (P.L. 98-524)

Accessibility - The ability to enter a facility or building and to be able to function effectively in the work environment.

Adapted vocational education program - Participation in regular vocational education program with specific adaptations in the program curriculum, teaching techniques, and/or instructional materials.

Advisory committees - A group of selected individuals from a community who represent a variety of groups in an occupational area. For example, a construction trades craft committee is made up of workers, employers, suppliers, etc.

Blind - Individual who has a visual disability so severe that he or she must primarily depend on the sense of hearing and touch rather than on the sense of sight.

Career education - The totality of experience through which an individual learns about and prepares to engage in work as part of one's way of living.

Competitive employment - Employment in a community based job for renumeration.

Cooperative planning - The process of planning an individual program for special needs learners involving the vocational teacher, academic teacher, student, parents/guardians, counselor, and appropriate community agency personnel.

Criminal offender - Individual who is charged with or convicted of any criminal offense, including a youth offender or a juvenile offender. These individuals will be associated with a correctional institution, identified as any of following: (1) prison; (2) jail; (3) reformatory; (4) work farm; (5) detention center; or (6) halfway house, community-based rehabilitation center or any other similar institution designed for the confinement or rehabilitation of criminal offenders. (P.L. 98-524)

Curriculum modification - The tailoring of all experiences and activities encountered in pursuit of occupational preparation under the direction of a school to meet the unique needs of the individual student.

Deaf - A hearing impairment so severe that the individual is impaired in processing linguistic information through hearing, with or without amplification, which adversely affects (the individual's) education performance. (P.L. 94-142, 121 a.5)

Dictionary of Occupational Titles (DOT) - An inventory of occupations within the economy prepared by the United States Department of Labor. This resource provides information about the physical demands, working conditions, and aptitudes for a specific job, as well as identifies the relationships to people, data, and things. The information is collected through observation of workers and job sites by occupational analysis.

Disadvantaged - Individuals (other than handicapped individuals) who have economic or academic disadvantages and who require special services and assistance in order to enable them to succeed in vocational educational programs. The term includes individuals who are members of economically disadvantaged families, migrants, individuals who have limited English proficiency and individuals who are dropouts from, or who are identified as potential dropouts from, secondary school. (P.L. 98-524)

Displaced homemaker - Individual who is not necessarily a fully enrolled student but has been doing unpaid labor in the home, who is not gainfully employed, who has had, or would have difficulty in securing employment, and who has been dependent on the income of another member of the family but is no longer supported by that income.

Due process - A parent or a public education agency may initiate a hearing on any matter related to the identification, evaluation, or educational placement of a child or the provision of a free appropriate public education to the child.

Economically depressed area - An economically integrated area within any state in which a chronically low level of economic activity or a deteriorating economic base has caused such adverse effects as (1) a rate of unemployment which has exceeded by 50% or more the average rate of unemployment in the state, or in the nation, for each of the three years preceding the year for which such designation is made; or (2) a large concentration of low-income families, the designation of which is approved by the secretary as consistent with the purpose of the act, with these criteria and with such other criteria as the secretary may prescribe. (P.L. 98-524)

Economically disadvantaged - Individual who comes from a family who the state board identifies as low income on the basis of uniform methods, such as (a) annual income at or below the official poverty line; (b) eligibility for free or reduced priced school lunch; (c) eligibility for AFDC or other public assistance programs; (d) receipt of a Pell grant or comparable state program of need-based financial assistance; and (e) eligibility for participation in programs assisted under Title II or JTPA. (P.L. 98-524)

Guidance Program - An integral part of each school's total educational program. It is developmental by design and includes sequential activities organized and implemented by certified school counselors with the support of teachers, administrators, students, and parents. The Guidance Program includes: (1) a guidance curriculum, (2) individualized planning with students and their parents, (3) responsive counseling, consultation and referral, and (4) program management. It is designed to address the needs of all students by helping them to acquire competencies in career planning and exploration, knowledge of self and others, and educational and vocational development.

Handicapped - Applied to individuals who are mentally retarded, hard of hearing, deaf, speech- or language-impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, or other health-impaired persons, or persons with specific learning disabilities, who by reason thereof require special education and related services, and who, because of their handicapping condition, cannot succeed in the regular vocational education program without special education assistance. (P.L. 94-142, 121 a.5)

Hearing-impaired - A hearing impairment, whether permanent or fluctuating, that adversely affects (an individual's) educational performance but which is not included under the definition of "deaf" in this section. (P.L. 94-142, 121 a.5)

Health-impaired - Limited strength, vitality or alertness, caused by chronic or acute health problems such as heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, or diabetes, which adversely affects (an individual's) educational performance. (P.L. 94-142, 121 a.5)

I Messages - Verbalizing a behavior by stating how it makes the person speaking feel. Example: I cannot rest when someone has the television so loud.

Individual vocational education plan (IVEP) - A written program for disadvantaged students planned cooperatively with support personnel.

Individualized education program (IEP) - Program for handicapped learners, mandated by P.L. 94-142, planned cooperatively with support personnel. The IEP must have the present level of educational performance, annual goals and short-term objectives, amount of time spent in regular educational programs, necessary support services, and an annual review date.

Individualized written rehabilitation plan (IWRP) - A written plan developed for a handicapped individual eligible for services from Vocational Rehabilitation Services. The IWRP states vocational rehabilitation goals, specifies objectives and services, and specifies timelines for providing services.

Informal assessment - A Level I informal assessment consists of a summary of existing information about a student; Level II incorporates some standardized testing as well as existing information; and Level III usually means a formal vocational evaluation.

Interagency collaboration - The coordination of the available resources of both public and private agencies whose objective is to provide vocational education instruction and services to special needs learners.

Interpreter - A support person, usually for the deaf, who uses finger spelling and/or sign language to translate what is being said for a deaf individual.

Job analysis - A procedure providing information on what a worker does, how the job is done, and why it is necessary.

Job placement - The process of gathering information about jobs, job leads, and job openings; preparing individuals with job seeking skills and information; and assisting individuals to obtain initial employment.

Learning disability - A disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations. The term includes such conditions as perceptual handicaps, brain injury, minimal brain dyslexia, and developmental aphasia. The term does not include (individuals) who have learning problems that are primarily the result of visual, hearing, or motor handicaps; or of mental retardation; or of environmental, cultural, or economic disadvantage. (P.L. 94-142, 121 a.5)

Learning style - Most efficient and effective method of learning for an individual.

Learning style inventories - Instruments that indicate the ways in which individuals learn best, the qualities that are important to people in interacting with others, and the kinds of thinking patterns learners use in solving problems and making decisions.

Limited English proficiency - Individuals (1) who were not born of the United States or whose native language is a language other than English, (2) who come from environments where a language other than English is dominant, and (3) who are American Indian and Alaskan native students who come from environments where a language other than English has had a significant impact on their level of English language proficiency, and who by reason thereof, have sufficient difficulty speaking, reading, writing, or understanding the English language to deny such individuals the opportunity to learn successfully in a classroom where the language of instruction is English or to participate fully in our society. (P.L. 98-524)

Mainstreaming - The inclusion of special needs learners in regular education classes with necessary support services being provided.

Mentally retarded - Significantly subaverage general intellectual functioning existing concurrently with deficits in adaptive behavior and manifested during the developmental period, which adversely affects (ar individual's) educational performance. (P.L. 94-142, 121 a.5)

Minimum competency test - Norm-referenced test used to determine minimum student competency in identified learning outcomes.

Modification - A change in a part of a vocational school facility or some type of equipment, furniture, tool, or instructional strategy in an instructional program in order to eliminate a barrier for a special needs student.

Multi-handicapped - Concomitant impairments (such as mentally retarded-blind, mentally retarded-orthopedically impaired, etc.), the combination of which causes such severe educational problems that the individual cannot be accommodated in a special education program designed for only one of the impairments. The term does not include deaf-blind (individuals). (P.L. 94-142, 121 a.5)

Multiple exit points - Identified points in a vocational curriculum where students can exit to gain entry-level employment in a specific job.

Networking - The process of gathering and sharing employment information among individuals in the school and community.

Occupational Data Analysis System (ODAS) - A computer-based system that uses data from three existing data bases to assist business, education, and industry in developing relevant vocational programs.

Occupational Outlook Handbook - A publication of the United States Department of Labor that provides information concerning more than 850 occupations in a variety of major industries. Specific information provided for each major job includes (a) what the job is like, (b) places of employment, (c) personal qualifications, (d) training qualifications, (e) educational qualifications, (f) working conditions, (g) earnings, (h) opportunities for advancement, and (i) sources of additional information.

On-the-job training - Instruction in the performance of a job given to an employed worker by the employer during the usual working hours of the occupation.

Orthopedically impaired - A severe orthopedic impairment which adversely affects (an individual's) educational performance. The term includes impairments caused by congenital anomaly (e.g., clubfoot, absence of some member, etc.), impairments caused by disease (e.g., poliomyelitis, bone tuberculosis, etc.), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns which causes contractures). (P.L. 94-142, 121 a.5)

Performance test - Test in which special needs learners are required to perform a real or simulated occupational task while their performance is being evaluated by the vocational teacher.

Prevocational education - Training prior to courses designated as vocational education.

Readability formula - A procedure used to determine the reading level of instructional material.

Regular vocational education program - Full time participation in regular vocational education program with slight modifications and/or resources.

Related services - Transportation and such developmental, corrective, and other supportive services as are required to assist a handicapped child to benefit from special education, and includes speech pathology and audiology, psychological services, physical and occupational therapy, recreation, early identification and assessment of disabilities in children, counseling services, and medical services for diagnostic or evaluation purposes. The term also includes school health services, social work services in schools, and parents counseling and training. (P.L. 94-142).

Seriously emotionally disturbed - A condition exhibiting one or more of the following characteristics over a long period of time to a marked degree, which adversely affects educational performance: (1) an inability to learn which cannot be explained by intellectual, sensory, or health factors; (2) an inability to build or maintain satisfactory interpersonal relationships with peers and teachers; (3) inappropriate types of behavior or feelings under normal circumstances; (4) a general pervasive mood of unhappiness or depression; and (5) a tendency to develop physical symptoms or fears associated with personal or school problems. The term includes (individuals) who are schizophrenic or autistic. The term does not include (individuals) who are socially maladjusted, unless it is determined that they are seriously emotionally disturbed. (P.L. 94-142, 121 a.5)

Shadowing - An opportunity for a student to spend time on the job with a worker in a particular occupational area.

Situational assessment - A technique that uses observation skills to record the vocational behaviors and work habits that learners exhibit while performing specific work tasks in a simulated or actual job situation. Learners are observed and evaluated while working in a group rather than on an individual basis.

Special education - Specially designed instruction, at no cost to the patient, to meet the unique needs of a handicapped child, including classroom instruction, instruction in physical education, home instruction, and instruction in hospitals and institutions. The term includes speech pathology, or any other related service, if the service consists of specially designed instruction, at no cost to the parents, to meet the unique needs of a handicapped child, and is considered "special education" rather than a "related service" under state standards. The term also includes vocational education if it consists of specially designed instruction, at no cost to the parents, to meet the unique needs of a handicapped child. (P.L. 94-142)

Special needs learner - Individual who encounters or is likely to encounter difficulty in educational or employment settings because of a disability, economic or academic disadvantage, who has different linguistic or cultural background, or outdated job skills, and who requires individually prescribed and unique teaching strategies; supportive services that vary in type and extent depending on individual need; and additional resources from society for his or her acceptance. (Phelps, 1985)

Speech-impaired - A communication disorder such as stuttering, impaired articulation, a language impairment, or a voice impairment, which adversely affects (an individual's) educational performance. (P.L. 94-142, 121 a.5)

Transition - A formal planned process involving special needs learners, parents, school personnel and community agency representatives, which results in the preparation and implementation of a plan to assist special needs learners in developing knowledge, skills and attitudes required to enter and succeed in postsecondary vocational education and/or sustained employment.

Underemployment - Employed personnel in work activity that is well below their potential.

Visually handicapped - A visual impairment that, even with correction, adversely affects (an individual's) educational performance. The term includes both partially sighted and blind (individuals). (P.L. 94-142, 121 a.5)

Vocational assessment - A comprehensive process conducted over a period of time, involving a multi-disciplinary team with the purpose of identifying individual characteristics, education, training, and placement needs, which provides educators the basis for planning an individual's program.

Vocational education - Organized educational programs which are directly related to the preparation of individuals for paid or unpaid employment, in such fields as agriculture, business occupations, home economics, health occupations, marketing and distributive occupations, technical and emerging occupations, modern industrial and agricultural arts, and trades and industrial occupations, or for additional preparation for a career in such fields, or in other occupations requiring other than a baccalaureate or advanced degree and vocational student organization activities as an integral part of the program. (P.L. 98-524)

Vocational evaluator - A trained individual who administers and interprets vocational assessment tests and other varieties of vocational evaluation activites and procedures.

Vocational rehabilitation - Service of providing diagnosis, guidance, training, physical restoration, and placement to disabled persons for preparation and acquisition of employment, which allows greater independence.

Vocational Resource Educator - A vocational support person trained to facilitate the vocational training of handicapped students by working as a resource specialist to teachers, students, and parents.

Vocational student organizations - The nine vocational student organizations (VSOs) that are recognized by the U.S. Department of Education as intracurricular to the instructional program in vocational education service areas.

V-TECS (Vocational-Technical Education Consortium of States) - A consortium of states providing competency-based vocational technical education materials.

Work adjustment - The treatment/training process utilizing work or work related activities to create an understanding and appreciation of the meaning, value, and demands of work.

Work habits - Behaviors related to work such as dependability, initiative, and loyalty.

Work samples - Activities that simulate real work tasks and are closely associated with actual jobs in the labor market. They emphasize performance skills rather than verbal or written skills and incorporate the tools and standards associated with the actual job.

RESOURCES

Non-Profit Organizations

American Foundation for the Blind
15 West 16th Street
New York, NY 10011

Bureau for the Blind
Supervisor of Field Operations
619 East Capitol
Jefferson City, MO 65101

Central Missouri Assessment Center
202 Elliff Hall
Lincoln University
Jefferson City, MO 65101

Columbia Area Career Center
Career Education Library
4203 S. Providence Road
Columbia, MO 65203

Computerized Career Guidance
State Fair Community College
Joe Horacek, Career Counselor
1900 Clarendon Road
Sedalia, MO 65301

The Council for Exceptional Children
1920 Association Drive
Reston, VA 22091

Dept. of Elementary & Secondary Education
Division of Special Education
P. O. Box 480
Jefferson City, MO 65102

Dept. of Elementary & Secondary Education
Special Needs & Guidance Services
P. O. Box 480
Jefferson City, MO 65102

Division of Family Services
Broadway State Office Building
Jefferson City, MO 65101

Division of Vocational Rehabilitation
2401 E. McCarth Street
Jefferson City, MO 65101

Governor's Committee on Employment of the Handicapped
P. O. Box 1668
Jefferson City, MO 65102

Instructional Materials Laboratory
10 Industrial Education Building
University of Missouri
Columbia, MO 65211

Life Centered Career Education
Dr. Donn Brolin
111 Townsend Hall
University of Missouri
Columbia, MO 65211

Midwest Regional Resource Center
Drake University
Des Moines, IA 50311

Missouri Army National Guard
26 Sherman Road
Jefferson Barracks, MO 63125

Missouri LINC
609 Maryland
University of Missouri
Columbia, MO 65211

Missouri School for the Blind
3815 Magnolia Avenue
St. Louis, MO 63110

Missouri School for the Deaf
Fulton, MO 65251

MO VIEW Program
Dr. Jim Grogan, Director
Hazelwood R-I
15955 Halls Ferry Road
Florissant, MO 63031

Missouri Vocational Resource Center
10 Industrial Education Building
University of Missouri
Columbia, MO 65211

National Career Education Leaders
Communication Network
Dr. Kenneth B. Hoyt
Kansas State University
College of Education
Bluemont Hall
Manhattan, KS 66506

National Center for Research in Voc. Ed.
Ohio State University
1960 Kenny Road
Columbus, OH 43210

National Information Center for
Handicapped Children & Youth
(NICHCY)
1555 Wilson Blvd., Suite 508
Rosslyn, VA 22209

Norman Center for Career Education
3514 Jefferson City
Kansas City, MO 64106

Occupational Outlook Handbook
BLS Publications Sales Center
P. O. Box 2145
Chicago, IL 60690

Office of Public Affairs
2002 Missouri Blvd.
P. O. Box 687
Jefferson City, MO 65102

PEER
Dr. Leslie R. Wolfe, Director
1413 K Street, NW
Washington, DC 20005

PEER Counseling Project
Dr. Roy A. Carr, Director
University of Victoria
Box 1700
Victoria, BC
CANADA V8W 242

President's Committee on Employment
of the Handicapped
1111 -20th Street, NW, 6th Floor
Washington, DC 20036

St. Louis Career Education Center
5057 Ridge
St. Louis, MO 63113

Special Education Dissemination Center
401 E. Stewart Road
University of Missouri
Columbia, MO 65211

Statewide Job Placement Service
Monte Cass, Director
State Fair Community College
1900 Clarendon Road
Sedalia, MO 65301-6799

Vocational Research Institute
1700 Sansom Street
Philadelphia, PA 19103

V-TECS
Commission on Occupational Education
Institutions
Southern Association of Colleges and
Schools
795 Peachtree Street, NE
Atlanta, GA 30365

Profit Organizations and Publishing Companies

American Guidance Services
Jan Shields
2801 Indian Hill Road, SE
Cedar Rapids, IA 52403-1533

American Guidance Services
Publisher's Building
Circle Pines, MN 55014

Apticom/Educational Systems
William Davis
6700 Grenada Lane
Prairie Village, KS 66208

Charles E. Merrill Publishing Co.
1300 Alum Creek Drive
Columbus, OH 43216

Channing L. Bete Co., Inc.
South Deerfield, MA 01373

The College Board
888 Seventh Avenue
New York, NY 10801

Guidance Associates
Communications Park
Box 3000
Mt. Kisco, NY 10549

Houghton Mifflin Company
1900 S. Batavia Avenue
Geneva, IL 60134

Houghton Mifflin Company
3916 Manheim
Kansas City, MO 64110

Janus Book Publishers
2501 Industrial Parkway
Hayward, CA 94545

Learning Concepts, Inc.
400 East Anderson Lane
Suite 318
Austin, TX 78753

McGraw Hill Book Company
1221 Avenue of the Americas
New York, NY 10020

Modern Curriculum Press
13900 Prospect Road
Cleveland, OH 44136

Paperback for Educators
1240 Ridge Road
Ballwin, MO 63021

Pitman Learning Inc.
6 Davis Drive
Belmont, CA 94002

Prentice-Hall/Allyn & Bacon
4355 Maryland, #108
St. Louis, MO 63108

Prentice Hall, Inc.
Englewood Cliffs, NJ 07632

The Psychological Corporation
Larry Addison
10505 Sappington Lane
St. Louis, MO 63128

Scott Foresman & Company
1900 East Lake Avenue
Glenview, IL 60025

Southwest Tele-Computer Corporation
Jim Crook
5845 Gardner Highway
Alexandria, LA 71303

SRA
Bill McKinney
Box 355
Licking, MO 65542
or
Robert Hagen
544 Orchard Lane
Eureka, MO 63205

Sunburst Communications
Room G9
39 Washington Avenue
Pleasantville, NY 10570-9971

DESCRIPTIONS OF VIEW MATERIALS

1. *Missouri VIEW*—a microfiche system with occupational and vocational information including salaries and employment opportunities in the State of *Missouri* on some 600 careers and training sites consisting of colleges, junior colleges and area vocational technical schools in all *50 states*. A comprehensive military system, College Majors, Apprenticeship Programs, New & Emerging Occupations, and Energy Related Fields of Study are included.

2. *Basic VIEW*—a microfiche system with occupational information including salaries and employment opportunities in the State of *Missouri* on some 200 careers. This program is written for high school students and adults who have some reading difficulty. It is not designed for elementary students, but is written on a second grade reading level.

3. *Micro VIEW*—a microcomputer career decision-making program based on such things as likes and dislikes, strengths and weaknesses, to be used in conjunction with Missouri VIEW microfiche system (Apple, TRS-80, and Commodore 64).

4. *Micro Basic VIEW*—the microcomputer second grade reading level career decision-making program based on such things as likes and dislikes, strengths and weaknesses, to be used in conjunction with Basic VIEW microfiche system (Apple, TRS-80, and Commodore 64 versions).

5. *Search & Learn*—the microcomputer system *combining Missouri VIEW and Micro VIEW*. It contains the original career decision-making component and all the occupational information that is currently in Missouri VIEW on microfiche. It does not include the other microfiche components but does contain the Holland Self Directed Search coding system (Apple, TRS-80, and Commodore 64 versions).

6. *Basic Search & Learn*—the microcomputer versions *combining Basic VIEW and Micro Basic VIEW*. It contains the original career decision-making component from Micro Basic VIEW and the occupational information directly on Basic VIEW microfiche (Apple, TRS-80, and Commodore 64 versions).

7. *Holland Self Directed Search Coding System*—this new component is included on the *Search & Learn* software at no extra cost (i.e., cannot be purchased separately). If you use the Holland Self Directed Search, this option allows you to enter your code letters and the computer will identify job matches. (Apple, TRS-80, and Commodore 64 versions.)

   For more information, contact:

   Jim Grogan
   Hazelwood R-I
   15955 N. Halls Ferry Road
   Florissant, MO 63031
   (314) 831-7100

CORE COMPETENCIES AND KEY SKILLS FOR MISSOURI SCHOOLS

For Grades 9 through 10

Language Arts/Reading/English
Mathematics
Science
Social Studies/Civics

September, 1986
Missouri Department of Elementary & Secondary Education

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Language Arts/Reading/English

LEVEL IX

Teachers using this guide should not feel confined to these competencies and learner outcomes in planning and conducting teaching/learning experiences. Instead, these learner outcomes should be included in the material usually taught at the various levels.

Reading

A. Use appropriate letter-sound, structural and contextual strategies to identify unknown words.

(Learner outcomes at this level should reflect maintenance of skills mastered at Levels II through VII.)

B. Determine the meaning of unknown words in context.

*The learner will:

- ● 1. Use context and/or dictionary to determine meanings of vocabulary in content areas and literature.
- ● 2. Predict and confirm meanings of new words.
- ● 3. Explain and use prefixes, suffixes and root words as clues to word meanings.
- ○ 4. Cite examples of cultural or ethnic dialect and explain how these enrich the passage.
- 5. Add to basic sight vocabulary from a variety of sources.

C. Demonstrate an understanding of narrative and expository text by retelling, answering or formulating questions and thinking critically.

*The learner will:

- ● 1. State the theme of a short story or novel, taking into account resolution of conflict, mood and setting.
- ● 2. Identify methods of characterization including physical description of character, what the character says, what other characters say about him/her and the character's thoughts and actions.
- ● 3. Detect plotting structures (flashback, foreshadowing, exposition, climax and resolution).
- ● 4. Cite examples of and explain irony, sarcasm, puns and metaphorical language.
- ○ 5. Differentiate among prose (fiction-nonfiction), poetic and dramatic forms.
- ● 6. Identify the author's thesis, bias and purpose; explain how these influence the selection.
- ● 7. Justify the inclusion of characters, scenes and details in a literary work; tell how these relate to the author's purpose.
- ● 8. Tell how a work of literature relates to its cultural and social context.
- ● 9. Identify and explain cause-effect relationships.
- ●10. Identify main idea and supporting details.
- ●11. Make inferences and generalizations from specific details.
- 12. Evaluate the effectiveness of examples and illustrations in contributing to meaning.

D. Employ appropriate strategies for locating and using information.

*The learner will:

- ● 1. Select and use appropriate reference sources for a given task: almanac, atlas, subject index to literature, *Readers' Guide*, specialized dictionaries, directories and people.
- ● 2. Use graphic sources for information: tables, charts, schedules, graphs, diagrams, time lines and maps.
- ● 3. Use various kinds of print and nonprint sources for specialized information: catalogs, videotapes, films, recordings, computer software, interviews, newspapers, trade books and textbooks.
- ● 4. Organize information for personal use (notes, outlines, etc.).
- ○ 5. Adjust reading strategy to purpose and type of reading.
- ○ 6. Summarize information presented in oral and written form.
- ○ 7. Apply effective test-taking strategies.
- ● 8. Compare points of view from two or more sources and assess validity (copyright date, author's qualifications, etc.).
- ● 9. Follow written multistep directions.

E. Demonstrate the value of reading for personal development.

*The learner will:

- ● 1. Interpret various kinds of business correspondence.
- ● 2. Interpret and use occupational and career information: job listings, application forms, salary schedules and benefits, paycheck stubs.

*Key skills to be included in the State Assessment are designated by the symbol "●." Key skills to be assessed locally are designated by the symbol "○."

3. Recognize and appreciate the aesthetic and humanizing aspects of literature.
4. Select and share an increasing variety of materials (science fiction, fantasy, drama, lyric and narrative poetry, ethnic literature and works with foreign settings).

Writing

F. Use the tools or means for writing.

The learner will:

o 1. Maintain legibility in manuscript and cursive writing.
2. Use a typewriter or word processor for composing and editing.
3. Use the library as a source of primary and secondary information.

G. Use the steps of the writing process: prewriting, composing, revising, proofing/editing, sharing the product.

The learner will:

• 1. Use various prewriting strategies: research, discussion, brainstorming, clustering and visual media.
• 2. Write in a variety of modes of discourse (personal, expository, persuasive, narrative, descriptive) for a variety of audiences and purposes.
o 3. Construct paragraphs using appropriate paragraph patterns: topic sentences, illustrations, facts and figures, quotes, examples, comparisons and contrasts or definition.
• 4. Revise sentences within paragraphs using the techniques of revision: add, delete, substitute, combine and rearrange.
o 5. Share the paper with peer group and/or teacher for constructive suggestions; revise and present the paper for second content evaluation.
• 6. Edit writing for correct spelling, standard usage and complete sentences.
• 7. Edit capitalization guided by convention.
• 8. Edit punctuation: quote within a quote, apostrophes, dashes, colons, semicolons, ellipses and parentheses.
• 9. Expand vocabulary for writing; use vivid verbs and specific nouns.
•10. Edit writing for subject-verb agreement, pronoun referents, sentence fragments, consistency of tense and point of view, apposition and smooth transitions.
o11. Proofread and publish written work to share with special audiences.

Listening/Speaking

H. Listen attentively and critically.

The learner will:

o 1. Demonstrate attention and courtesy by maintaining eye contact with the speaker and asking questions for clarification and/or additional information.
o 2. Analyze qualities of a speaker's language and delivery: imagery, word choice, transitional devices and purposeful repetition.
o 3. Identify a speaker's purpose and method of appeal to an audience (humor, wit, emotion, propaganda techniques, pathos, etc.).
o 4. Receive and evaluate material critically by making judgments about validity, bias, speaker's qualifications, fact or opinion, fantasy or realism, etc.
o 5. Adjust listening strategies according to purpose, distractions, nature of the material and organizational cues of speaker.
o 6. Compare and evaluate oral information using multiple sources.
o 7. Evaluate and use mass media as sources of information.

I. Use conventions of oral language.

The learner will:

o 1. Identify and remedy speech qualities (diction, rate, volume, pitch) that need self-improvement.
2. Identify differences in the speaker's opinions and those of listeners and adjust responses accordingly.
o 3. Perform prose, poetry or drama effectively for various audiences.

J. Organize thoughts, ideas and materials for listening and speaking.

The learner will:

o 1. Give or follow oral directions requiring periods of time between steps.
o 2. Analyze own speaking techniques for overstatements, ambiguity and irrelevant material.
3. Present an impromptu talk on a familiar subject.
o 4. Prepare and present a speech: include introduction; use supporting details and conclusions; stay within time limits; present information relevant to the topic; use transitions between ideas effectively.
5. Take a position based on evidence and defend it using logical argument.

K. Use and respond to verbal and nonverbal communication.

The learner will:

o 1. Identify points to be questioned in a formal

presentation or in conversation and discussion.

2. Use content and nonverbal cues in evaluating effectiveness of a presentation.

o 3. Defend or modify a point of view when confronted with ideas of others.

o 4. Demonstrate effective interview skills.

5. Conduct an opinion poll.

Language Arts/Reading/English

LEVEL X

Teachers using this guide should not feel confined to these competencies and learner outcomes in planning and conducting teaching/learning experiences. Instead, these learner outcomes should be included in the material usually taught at the various levels.

Reading

A. Use appropriate letter-sound, structural and contextual strategies to identify unknown words. (Learner outcomes at this level should reflect maintenance of skills mastered at Levels II through VII.)

B. Determine the meaning of unknown words in context.

*The learner will:

- • 1. Use context and/or dictionary to determine meanings of vocabulary in content areas and literature.
- • 2. Predict and confirm meanings of new words.
- • 3. Explain and use meanings of Greek and Latin prefixes and suffixes as clues to word meaning.
- 4. Add to basic sight vocabulary from a variety of sources.

C. Demonstrate an understanding of narrative and expository text by retelling, answering or formulating questions and thinking critically.

*The learner will:

- • 1. State the theme of short story or novel, taking into account resolution of conflict, mood and setting.
- • 2. Identify the author's thesis, bias and purpose; explain how these influence the selection.
- ○ 3. Compare chronology of events in works of literature with other happenings of the time.
- • 4. Identify and explain cause-effect relationships.
- • 5. Identify and describe attributes of characters in a short story, novel or drama.
- • 6. Identify the main idea and supporting details.
- • 7. Detect plotting structures (flashback, foreshadowing, etc.).
- • 8. Use text to predict future events and outcomes.
- • 9. Identify underlying assumptions of a passage by drawing valid conclusions.
- •10. Differentiate among prose, poetic and dramatic forms.
- •11. Cite examples of and explain satire, irony, puns and figures of speech.
- ○12. Compare and contrast styles of writing used in various reading selections.
- •13. Evaluate the effectiveness of examples and illustrations in contributing to meaning.
- •14. Make inferences, predict outcomes, form generalizations and conclusions and support with facts.

D. Employ appropriate strategies for locating and using information.

*The learner will:

- • 1. Select and use appropriate reference sources for a given task: almanac, atlas, subject index to literature, *Readers' Guide*, specialized dictionaries and directories.
- • 2. Use graphic sources for information: tables, charts, schedules, graphs, diagrams, time lines and maps.
- • 3. Use various kinds of print and nonprint sources for specialized information: catalogs, videotapes, films, recordings, computer software, interviews, newspapers, textbooks and trade books.
- • 4. Organize information for personal use (notes, outlines, etc.).
- ○ 5. Adjust reading strategy to purpose and type of reading.
- ○ 6. Summarize information presented in oral and written form.
- ○ 7. Apply effective test-taking strategies.
- • 8. Check sources by comparing information from more than one source and assessing validity (copyright date, author's qualifications, etc.).
- • 9. Follow written multistep directions.

E. Demonstrate the value of reading for personal development.

*The learner will:

- • 1. Interpret various kinds of business correspondence.
- • 2. Interpret and use occupational and career information: job listings, application forms, salary schedules and benefits, paycheck stubs.
- 3. Demonstrate in conversations and discussions a knowledge of characters and events in literature.

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o 4. Choose to read a library book during free time.
o 5. Participate in a discussion of books, current magazines and newspaper articles.
6. Explore career opportunities from print and nonprint sources.

Writing

F. Use the tools or means for writing.

The learner will:
o 1. Maintain legibility in manuscript or cursive writing.
2. Use a typewriter or word processor for composing and editing.
3. Use the library as a source of primary and secondary information.

G. Use the steps of the writing process: prewriting, composing, revising, proofing/editing, sharing the product.

The learner will:
o 1. Construct and execute workable plans for producing various types of writing: personal, expository, narrative and descriptive.
• 2. Construct paragraphs using appropriate paragraph patterns: topic sentences, illustrations, facts and figures, quotes, examples, comparisons and contrasts or definitions.
• 3. Revise sentences within paragraphs using the techniques of revision: add, delete, substitute, combine and rearrange.
o 4. Share the paper with the peer group and/or teacher for constructive suggestions; rewrite and present the paper for conceptual content evaluation.
• 5. Edit writing for correct spelling, complete sentences, variety of sentence structure and usage.
• 6. Edit capitalization guided by convention: lower case or capital letters consistent throughout writing (TV-tv, A.M.-a.m.); capitalization as rhetorical device for layout or effect; lower case for types of kinds (zinnia, king cobra); lower case for terms that have become generic (coke, kleenex).
• 7. Edit punctuation: title within a title; titles with subtitles; dashes, colons, semicolons, ellipses, parentheses; quotations from poetry; incorporation of long and short quotes.
8. Expand writing vocabulary.
• 9. Edit writing for apposition, parallelism and smooth transitions.
o10. Produce attractive, legible written work to share with special audiences.

Listening/Speaking

H. Listen attentively and critically.

The learner will:
o 1. Demonstrate attention and courtesy by maintaining eye contact with the speaker and asking questions for clarification and/or additional information.
o 2. Analyze qualities of a speaker's language and delivery: imagery, word choice, transitional devices and purposeful repetition.
o 3. Identify a speaker's purpose and method of appeal to an audience (humor, wit, emotion, propaganda techniques, pathos, etc.).
o 4. Receive and evaluate material critically by making judgments about validity, bias, speaker's qualifications, fact or opinion, fantasy or realism, etc.
o 5. Adjust listening strategies according to purpose, distractions, nature of the material and organizational cues of speaker.
o 6. Compare and evaluate oral information using multiple sources.
o 7. Evaluate and use mass media as sources of information.

I. Use conventions of oral language.

The learner will:
o 1. Identify and remedy speech qualities (diction, rate, volume, pitch) that need self-improvement.
2. Identify differences in the speaker's opinions and those of listeners and adjust responses accordingly.
o 3. Perform prose, poetry or drama effectively for various audiences.

J. Organize thoughts, ideas and materials for listening and speaking.

The learner will:
o 1. Give or follow oral directions requiring periods of time between steps.
o 2. Analyze own speaking techniques for overstatements, ambiguity and irrelevant material.
3. Present an impromptu talk on a familiar subject.
o 4. Prepare and present a speech: include introduction; use supporting details and conclusions; stay within time limits; present information relevant to the topic; use transitions between ideas effectively.
5. Take a position based on evidence and defend it using logical argument.

K. Use and respond to verbal and nonverbal communication.

The learner will:

- ○ 1. Identify points to be questioned in a formal presentation or in conversation and discussion.
- 2. Use content and nonverbal cues in evaluating effectiveness of a presentation.
- ○ 3. Defend or modify a point of view when confronted with ideas of others.
- ○ 4. Demonstrate effective interview skills.
- 5. Conduct an opinion poll.

Mathematics

LEVEL IX

Teachers using this guide should not feel confined to these competencies and learner outcomes in planning and conducting teaching/learning experiences. Instead, these learner outcomes should be included in the material usually taught at the various levels.

A. Demonstrate an understanding of numbers.

*The learner will:

1. Use associative, commutative and distributive properties to simplify computational problems and algebraic expressions.
- 2. State the additive and multiplicative inverses of given rational numbers.

B. Apply the basic operations in computational situations.

- 1. Convert rational numbers to scientific notation and convert scientific notation to rational numbers.
2. Compute using scientific notation.
- 3. Compute the sum, difference, product or quotient of rational numbers.
- 4. Evaluate algebraic expressions given values for the variables.
- 5. Solve one-step and two-step linear equations with integral coefficients.
6. Solve problems requiring the manipulation of formulas. Example: Solve P = 2L + 2W for L, given values for P and W.

C. Estimate results and judge reasonableness of solutions.

*The learner will:

o 1. Determine whether common fractions, decimals and percents are near frequently-used fractions such as halves, thirds and fourths.
o 2. Estimate the square root of a number to the nearest whole number.
- 3. Solve problems requiring estimation in consumer, geometric and physical situations.
o 4. Judge reasonableness of solutions to problems requiring the use of percent, fractions and/or decimals.

D. Apply the concept of measurement to the physical world.

*The learner will:

- 1. Find the volume of a cylinder and a rectangular prism when formulas are supplied.
- 2. Compute the area and perimeter of irregularly shaped figures which can be broken into regions for which known formulas can be applied.
3. Solve problems requiring the application of the Pythagorean theorem.

E. Recognize geometric relationships.

*The learner will:

1. Recognize properties of angles related to parallel and perpendicular lines.
- 2. Calculate the complement and/or supplement of a given angle.
3. Calculate the third angle of a triangle given the measures of the other two.
- 4. Determine if a given point is on the graph of a given equation.
5. Plot the graph of a linear equation in the Cartesian plane.
- 6. Determine the slope of a line from its graph.
o 7. Construct a circle of given radius and copy an angle, using a compass and straightedge.
8. Investigate the applications of the properties of similar geometric figures.

F. Use statistical techniques and interpret statistical information.

*The learner will:

- 1. Compute and interpret the mean, median, mode and range of a set of data.
- 2. State the probability of an event occurring based on given statistical data and on student-generated statistical data.
3. Organize and interpret statistical data.
4. Investigate inferences drawn from statistical data and judge reliability.

G. Integrate problem-solving strategies.

*The learner will:

- 1. Translate word phrases and sentences into algebraic expressions and equations.
2. Investigate possible conclusions that can be drawn from given premises and definitions.

*Key skills to be included in the State Assessment are designated by the symbol "•" Key skills to be assessed locally are designated by the symbol "o."

- 3. Solve, if possible, problems that involve unnecessary data, missing data and/or data that need conversion.

H. Solve problems in consumer situations.

The learner will:

- 1. Solve problems involving surface area in consumer situations, including unit conversion.
- 2. Solve problems using ratio and proportion (percent) in consumer situations.
- 3. Investigate problems involving personal finance.

Mathematics

LEVEL X

Teachers using this guide should not feel confined to these competencies and learner outcomes in planning and conducting teaching/learning experiences. Instead, these learner outcomes should be included in the material usually taught at the various levels.

A. Demonstrate an understanding of numbers.

*The learner will:

- 1. Use associative, commutative and distributive properties to simplify computational problems and algebraic expressions.

B. Apply the basic operations in computational situations.

- 1. Compute using scientific notation.
- 2. Evaluate algebraic expressions given values for the variables.
- 3. Solve two-step linear equations involving rational numbers.
- 4. Solve problems requiring the manipulation of formulas. Example: Solve P = 2L + 2W for L, given values for P and W.

C. Estimate results and judge reasonableness of solutions.

*The learner will:

- 1. Determine whether common fractions, decimals and ratios are near frequently-used fractions such as halves, thirds and fourths.
- 2. Estimate the square root of a number to the nearest whole number.
- 3. Estimate the value of a numerical expression using scientific notation.
- 4. Estimate solutions for various computational problems.
- 5. Judge reasonableness of solutions in consumer, geometric and physical situations.

D. Apply the concept of measurement to the physical world.

*The learner will:

- 1. Find the volume of a cylinder and a rectangular prism when formulas are not supplied.
- 2. Compute the area and perimeter of irregularly shaped figures which can be broken into regions for which known formulas can be applied.
- 3. Solve problems requiring the application of the Pythagorean theorem.

E. Recognize geometric relationships.

*The learner will:

- 1. Recognize properties of angles related to parallel and perpendicular lines.
- 2. Calculate the third angle of a triangle given the measures of the other two.
- 3. Plot the graph of a linear equation in the Cartesian plane.
- 4. Determine the slope of a line from its graph.
- 5. Bisect a line segment and construct a perpendicular to a line segment, using a compass and straightedge.
- 6. Set up and solve proportions related to similar geometric figures.

F. Use statistical techniques and interpret statistical information.

*The learner will:

- 1. Compute the mean, median, mode and range of a set of data.
- 2. State the probability of an event occurring based on given statistical data and on student-generated statistical data.
- 3. Given a narrative describing an inference drawn from statistical data, identify limitations to the inference.

G. Integrate problem-solving strategies.

*The learner will:

- 1. State logical conclusions from given premises and definitions.
- 2. Given a narrative describing a conclusion drawn through logical inference determine the strength or limitation of the conclusion.
- 3. Translate word phrases and sentences into algebraic expressions and equations.

H. Solve problems in consumer situations.

*The learner will:

- 1. Solve banking problems involving compound interest.
- 2. Solve banking problems related to maintaining a checking account.

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3. Compute gross pay using hourly, daily, monthly, commission, piecework and/or overtime rates.
4. Compute the Social Security deduction, determine state and federal taxes from appropriate tables and calculate net pay, given gross pay.
5. Prepare a personal budget given appropriate information.

Calculator Technology

The appropriate and efficient use of the calculator should be encouraged at all levels. Some educators have expressed concern that regular use of calculators will give students the mistaken impression that they will not have to learn the basic number facts and operations. Proper use of the calculator requires a knowledge of basic facts and strengthens number skills. Students must also develop skills in estimation and be able to recognize unreasonable answers. Making judgments about the results of calculation is more important to a student's mathematical power than performing numerous separate computations.

Calculators cannot substitute for good teaching nor for use of concrete materials or manipulatives in the classroom. Perhaps most important, the use of calculators must not replace the development of the student's understanding of the meaning of arithmetic operations and the common algorithms used to perform those computations. With full and appropriate use of the calculator, all students, not just the most capable, can have the time and instructional support to learn to think through problems, knowing that lengthy computations will not be a barrier to success.

In the upper elementary grades, students should be computing with calculators on a regular basis. At the same time, they should learn that for some simple computations, use of the calculator is either cumbersome or, worse, can obscure their understanding of the calculation being performed. As they gain experience, students should be expected to judge whether use of the calculator will be effective and efficient. By the beginning of the seventh grade, students should have calculators available when appropriate—in class, on homework assignments and on tests. By the time students move into secondary schools, the use of calculators should be routine. Some examples of the advantages of calculators follow:

Calculator use decreases the time students must spend on computation, increasing the time they can spend on the important aspects of problem-solving: formulating questions, devising and evaluating strategies and verifying and interpreting solutions.

Calculator use enables students to deal successfully with large, unwieldy numbers and allows slower students to complete assignments within time limits.

In secondary grades calculator use allows students to explore solutions to algebraic equations in a way that is impractical with paper-and-pencil computation.

Science

LEVEL IX

Teachers using this guide should not feel confined to these competencies and learner outcomes in planning and conducting teaching/learning experiences. Instead, these learner outcomes should be included in the material usually taught at the various levels. Teachers are strongly encouraged to involve students in active science learning by teaching scientific processes in conjunction with and as a part of scientific content. The student should be afforded every possible opportunity to apply the processes as he or she learns the content.

A. Observe the properties of objects, organisms and events by using the five senses and appropriate instruments.

*The learner will:

1. Observe the effects of manmade pollutants on the atmosphere by direct experience, by media experience or a combination of both.
2. Observe the structural similarities and differences between two different higher-level organisms (e.g., frog and human).
3. Observe the basic differences and similarities of solutions, suspensions and colloids.

B. Classify objects, organisms and events based on similar and/or different properties.

*The learner will:

- 1. Compare and contrast a kilowatt and a kilowatt-hour.
- 2. Identify the four basic types of chemical reactions: composition ($A + B \longrightarrow AB$), decomposition ($AB \rightarrow A + B$), single replacement ($A + BX \rightarrow AX + B$) and double replacement ($AX + BY \longrightarrow AY + BX$).
- ○ 3. Compare and contrast the chromosome numbers in meiotic and mitotic cell division, respectively.
- ○ 4. Differentiate between nuclear fusion and nuclear fission reactions.
- 5. Differentiate between a covalent bond and an ionic bond.
- 6. Classify the type of lenses used to produce particular images depicted in ray diagrams.
- 7. Compare the three isotopes of hydrogen.

C. Measure matter energy, space, time and events using the appropriate devices and skills.

*The learner will:

- ○ 1. Measure the size changes occurring in young plants and animals over time and plot the results.
- 2. Using the formula $D = \frac{m}{v}$, calculate density, mass and volume.
- 3. Using the formula $v = f \times \lambda$ (lambda), calculate velocity, frequency or wavelength where v = velocity, f = frequency and λ (lambda) = wavelength.

D. Communicate observations and/or findings by written and oral descriptions, drawings, data recordings and graphs.

*The learner will:

- 1. Describe the relationships among technologies which improve our lives and the environmental problems that could result.
- ○ 2. Describe heat as a measure of the total kinetic energy and temperature as a measure of the average kinetic energy in a system.
- 3. Describe the relationship between volume and pressure.
- 4. Describe the relationship between temperature and volume.
- 5. Describe the causes and effects of earthquakes.
- 6. Distinguish the difference(s) between mass and weight.
- ○ 7. Describe how astronomers use a spectroscope to determine a star's temperature and composition.
- ○ 8. Draw global wind patterns, name the factors affecting climate and describe a region's climate when given its location.
- 9. Communicate ways in which plant decay and animal activity make fertile topsoil (holding water, aerating soil, enriching soil, rock decomposition, soil nutrients, etc.).
- 10. Identify the basic, acidic and neutral ranges of the pH scale.

E. Draw inferences, conclusions, deductions or logical consequences from past or present observations and/or findings.

*Key skills to be included in the State Assessment are designated by the symbol •. Key skills to be assessed locally are designated by the symbol ○.

The learner will:

- ○ 1. Infer how energy can be transformed from one form to another.
- ● 2. Given descriptions of several processes, select the ones that demonstrate the Law of Conservation of Energy.
- ○ 3. Infer the products of the typical combustion reaction when reactants are given.
- ● 4. Explain the application of Archimedes' Principle to the ability of an object to sink or float in a given medium.
- ● 5. When given a vertical and horizontal force on an object, determine the direction of the resultant force.
- ○ 6. Infer how motion is affected by fnctional forces.

F. Predict future events or conditions based upon past observations or inferences.

The learner will:

1. Predict the possibility of the desalinization process as a means of obtaining fresh water.
- ○ 2. Predict possible local environmental consequences based on factors such as increased population, amount of available freshwater and amount and types of pollution.

G. Identify and use the three types of variables of an investigation: (a) the ones held constant, (b) the one which is deliberately manipulated, and (c) the one recorded as the result of the investigation.

The learner will:

- ● 1. Identify the dependent variable and the independent variables in an experiment.
- ● 2. Identify the elements from the symbols given in a formula of a common compound.

H. Hypothesize by identifying the relationship between a cause and effect; formulate an "if-then" statement and generalizations to be tested.

The learner will:

- ● 1. Hypothesize what will happen to the flora and fauna downstream from a nuclear power plant which releases its cooling water into the stream.

I. Design and conduct experiments with minimal guidance.

The learner will:

- ○ 1. Design and construct an experiment that will test a stated hypothesis.

J. Solve problems by using logical processes to: (a) identify the problem; (b) generate alternative choices; (c) select the best alternative in light of social, economic, political and ecological impact; and (d) test and evaluate the choice.

The learner will:

- ● 1. Study the causes of soil erosion in an area, analyze the problem(s) and choose the action to be taken to prevent further erosion.

Science

LEVEL X

Teachers using this guide should not feel confined to these competencies and learner outcomes in planning and conducting teaching/learning experiences. Instead, these learner outcomes should be included in the material usually taught at the various levels. Teachers are strongly encouraged to involve students in active science learning by teaching scientific processes in conjunction with and as a part of scientific content. The student should be afforded every possible opportunity to apply the processes as he or she learns the content.

A. Observe the properties of objects, organisms and events by using the five senses and appropriate instruments.

*The learner will:

- ● 1. Observe the differences between mitotic and meiotic divisions.
- 2. Recognize the changes in communities which occur during ecological succession.
- 3. Observe an ecological community to increase his/her understanding of food webs.
- ○ 4. Observe and describe transverse and longitudinal waves in a string or spring.
- 5. Identify four significant cell organelles (cell membrane, ribosome, nucleus, mitochondria).
- ○ 6. Observe samples of various soil types and indicate differences and similarities using the five senses.

B. Classify objects, organisms and events based on similar and/or different properties.

*The learner will:

- ● 1. Classify regions of the earth based on their physical and biological characteristics.
- ● 2. Classify species associations into the types of symbiosis—commensalism, mutualism and parasitism.
- ○ 3. Classify the hazards and benefits of controlled substances such as stimulants, depressants, hallucinogens and narcotics.
- ● 4. Classify precipitation into its various forms and indicate the origin process for each form.
- 5. Classify clouds into basic cloud types.
- 6. Classify common fossils found in Missouri.
- 7. Classify and compare common stars based on size, temperature and age.
- 8. Compare and contrast properties of sea and fresh water.
- ○ 9. Classify and compare electromagnetic radiations.
- ●10. Compare and contrast nuclear fusion and nuclear fission reactions.
- 11. Compare and contrast common organic and inorganic compounds.
- 12. Explain and contrast the different types of chemical bonding.
- ○13. Compare and contrast basic differences and similarities of solutions, suspensions and colloids.

C. Measure matter, energy, space, time and events using the appropriate devices and skills.

*The learner will:

- 1. Approximate the field diameter of an object or organism using a microscope.
- ○ 2. Use available meteorological instruments to measure weather variables.
- 3. Construct a time line of earth history that identifies major physical and biological events.
- ● 4. Calculate the kilowatt hours of electricity used by an appliance.
- ● 5. Record measurements using appropriate scientific notation.
- ○ 6. Measure and chart the change in the surface-to-volume ratio of a cube as its size increases.
- ● 7. Measure and plot the growth rate of a biological organism.

D. Communicate observations and/or findings by written and oral descriptions, drawings, data recordings and graphs.

*The learner will:

- 1. Describe the distinguishing characteristics of organisms in each of the five kingdoms of living things.
- 2. Associate the roles of mutation and natural selection with species changes over time.
- ● 3. Diagram and describe basic elemental cycles (C, N, Ca, P) and relate them to food webs.
- 4. Describe general ways in which human activities affect environmental quality.
- ○ 5. Develop an optimum diet for proper human growth and development from a list of various

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foods that indicates both calorie and nutrient content.

- • 6. Identify, diagram and describe the associated vertical and horizontal wind movements in different atmospheric pressure systems.
- 7. Describe thermal and compositional characteristics of the troposphere, stratosphere, mesosphere and thermosphere.
- • 8. Diagram the four types of weather fronts and describe typical weather associated with each.
- o 9. Describe the formation of geological features such as moraines, caves, Karst topography, folded mountains, fault block mountains and river valleys; describe the implications for land use of each feature.
- 10. Trace a molecule of water from the ocean to precipitation forms (rain, snow, sleet, hail, drizzle).
- o11. Use a model to demonstrate the motion of the earth, sun and moon—independently and as a system.
- 12. Describe the relationships between present energy resources and future energy alternatives.
- o13. Describe and compare sound and light waves and transmission of each.
- •14. Explain in terms of kinetic theory several examples of the different states and changes of matter.
- •15. Identify the relationship among volume, pressure and temperature of a gas.
- 16. Explain the relative motion of the molecules and the relative distances between the molecules in the solid, liquid and gaseous states of matter at a specified temperature. (Phase-change temperatures should be excluded.)

E. Draw inferences, conclusions, deductions or logical consequences from past or present observations and/or findings.

The learner will:

- o 1. Cite evidence to support the concept of continental drift.
- 2. Infer specific conditions on planets that make existence of life on them unlikely.
- o 3. Infer the relationships between mass and energy using the proper units of measure for each.
- • 4. Infer the original form of types of energy (chemical, mechanical, heat or light) using descriptions of energy transformations.
- 5. When given the effect of temperature on water form and density, deduce the impact of such temperature changes on aquatic habitats.
- o 6. Infer how land and water bodies cool and heat at different rates.
- 7. Measure heating of an automobile interior and infer its parallel to a commercial greenhouse.

F. Predict future events or conditions based upon past observations or inferences.

The learner will:

- o 1. Predict the phenotypic and genotypic ratios of the offspring of a dihybrid cross using a Punnett square.
- • 2. Predict the direction and rate of water flow in two different concentrations of a solute separated by a semipermeable membrane.
- 3. Predict the effects on the hydrologic cycle should evaporation cease.
- o 4. Predict the effects of a major earthquake in your area of Missouri.
- • 5. Predict future energy needs from data given on past U.S. energy consumption.
- 6. Predict the reactants and products in a typical combustion reaction.
- o 7. Predict which of several stationary objects of known mass and size will be accelerated the most and which direction they will take when a force is applied from a known direction.

G. Identify and use the three types of variables of an investigation: (a) the ones held constant, (b) the one which is deliberately manipulated and (c) the one which is recorded as the result of the investigation.

The learner will:

- • 1. Design/identify an experiment which tests the effects of systematically altering variables.
- 2. Identify the variables in an investigation of the factors affecting the amount and rate of evaporation.
- 3. Hypothesize the results of one or more systematic alterations of the variables in Newton's Laws of Motion.
- 4. Identify dependent and independent variables in an experiment involving toxicity.

H. Hypothesize by identifying the relationship between a cause and effect; formulate an "if-then" statement and generalizations to be tested.

The learner will:

- o 1. Hypothesize how genetic resistance develops from continued exposure to pesticides or antibiotics.
- • 2. Hypothesize the potential changes in vegetation in a selected location as a function of change in climatic conditions.
- 3. Formulate a hypothesis on why some organisms are commonly fossilized and others are not.

I. Design and conduct experiments with minimal guidance.

The learner will:

○ 1. Devise an experiment that will test a stated hypothesis.

J. Solve problems by using logical processes to: (a) identify the problem; (b) generate alternative choices; (c) select the best alternative in light of social, economic, political and ecological impact; and (d) test and evaluate the choice.

The learner will:

● 1. Evaluate the conditions presented in case situations involving the disposal, management and storage of toxic chemicals and nuclear wastes.

○ 2. Identify the pros and cons of an environmental issue such as damming a local river for recreational, conservation or industrial purposes, and defend a position.

○ 3. Determine personal body fitness (body composition, blood pressure, cardiorespiratory fitness, stress, musculoskeletal fitness) and compare it to a recommended health standard.

● 4. Relate the importance of earth's ocean environment to the future of mankind and the quality of life.

Social Studies/Civics

LEVEL IX

Teachers using this guide should not feel confined to these competencies and learner outcomes in planning and conducting teaching/learning experiences. Instead, these learner outcomes should be included in the material usually taught at the various levels.

Geography

A. Demonstrate knowledge of place geography.

*The learner will:

- ● 1. Locate the following places in the United States on maps, and describe how their locations relate to each other:
  - The 50 states
  - Rocky Mountains, Appalachian Mountains, Sierra Nevada Mountains, Cascade Range, Ozark Highlands
  - The Great Plains
  - Columbia, Colorado, Rio Grande, Missouri, Mississippi, Ohio and St. Lawrence Rivers
  - Pacific, Mountain, Central and Eastern Time Zones
  - Great Lakes
  - Washington, D.C., New York City, Boston, Atlanta, Chicago, St. Louis, Kansas City, Salt Lake City, Denver, Los Angeles, San Francisco, Seattle, New Orleans, Miami, Houston, Detroit, Anchorage and Honolulu
- ● 2. Locate the following places of the world on maps and globes, and describe how their locations relate to each other:
  - Europe, Asia, Australia, Africa, North America, South America, Antarctica
  - Amazon and Nile Rivers
  - Pacific, Atlantic, Indian and Arctic Oceans
  - Mediterranean Sea, Gulf of Mexico, Caribbean Sea
  - Himalayas, Alps, Andes and Sierra Madre Mountain Ranges
  - Canada, Mexico, Argentina, Brazil, Chile, Cuba and Panama; Great Britain, Ireland, France, Italy, Germany (East and West), the Netherlands, Spain, Switzerland and the Soviet Union; People's Republic of China, India, Pakistan, Iran, Korea (North and South) and Japan; Israel, Egypt and the Republic of South Africa
  - Mexico City; London, Paris, Rome and Moscow; Beijing, Hong Kong and Tokyo; Jerusalem and Cairo; Sydney
  - Central America and the Middle East
  - Tropical, temperate and arctic regions
- ○ 3. Describe approximate locations of various countries and cities studied so they can be found rapidly on a map.
- 4. Identify locations of and characteristics associated with particular regions studied: industrialized nations, Third World nations, regions sharing common religions, Soviet bloc nations, densely populated nations, etc. (1)
- 5. Predict one or more characteristics (topography, industry, population, etc.) of a region or place, given other characteristics of the region or place.
- ○ 6. Locate places currently in the news on appropriate maps and globes.

B. Demonstrate an understanding of relationships between people and their surroundings.

*The learner will:

- ● 1. Predict consequences of given changes in a community's, city's or nation's population, organization and living patterns, environment, or technology. (2)

C. Demonstrate an understanding of spatial relationships.

*The learner will:

1. Describe and explain changes in spatial distributions. (3)
2. Identify and describe consequences of major changes in spatial interactions. (4)

D. Use map-reading and map-making skills.

*The learner will:

- ● 1. Locate places on maps using simple atlas/gazetteer information.
- ● 2. Identify the appropriate maps useful for specific given purposes.

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*Key skills to be included in the State Assessment are designated by the symbol "●." Key skills to be assessed locally are designated by the symbol "○."

Note: Numbers in parenthesis following learner outcomes refer to footnotes found at the end of this section.

History

E. Demonstrate knowledge of significant historical events and developments, their relationships to each other and to the present.

The learner will:

- ○ 1. Explain specific contributions of other cultures studied to the culture of the United States.
- ○ 2. Identify major causes, major consequences and sequences of historical events studied.
- ● 3. Infer cause-effect relationships, given written passages which are historical in nature.

F. Understand how people's positions and experiences influence their views of events.

The learner will:

- ○ 1. Describe differences in how various people and groups perceive and judge events studied, and explain why their perceptions and judgments differ.

Government (Civics)

G. Understand and apply basic principles of our political system.

The learner will:

- ● 1. Compare powers and institutions of the government of the United States with those of state governments.
- ○ 2. Identify the steps in the elective process for various offices, and evaluate the extent to which they are democratic.
- ○ 3. Identify basic American documents and their relationship to the growth of our political system.

H. Understand basic institutions and processes of law making, law enforcement and law interpretation.

The learner will:

- ○ 1. Identify how laws are made in the U.S. and in Missouri with respect to initiation of bills, work of committees and floor discussion within the legislative bodies.
- ● 2. Describe the various steps through which bills may pass in the legislative process.
- ● 3. Apply knowledge of the principles of separation of powers and checks and balances.

I. Understand rights and responsibilities of citizens in democratic societies.

The learner will:

- ● 1. Identify and explain basic constitutional rights and liberties of U.S. citizens.
- ○ 2. Distinguish between "rights" and "privileges" of American citizens.
- ● 3. Identify situations in which the exercise of individual rights may conflict with the common good.
- ○ 4. Identify and explain responsibilities of citizens of the United States and consequences that may follow when those responsibilities are not carried out.

J. Understand processes by which citizens may help resolve disputes and influence policy making.

The learner will:

- ○ 1. Identify effective ways in which citizens may become informed about current issues, qualifications of candidates for public office and the basics of registration and voting.
- ○ 2. Identify the options open to an individual who becomes involved in a dispute with another individual.
- ● 3. Describe the methods available for citizens to use in influencing actions of public officials: lobbying, initiative, recall, referendum, other forms of petitions and writing letters to editors and officials.

K. Analyze real and hypothetical cases in relation to persistent issues of government in American society.

The learner will:

- ● 1. Identify constitutional principles underlying arguments on both sides of given political issues.

L. Apply analytic skills to political messages and discussions.

The learner will:

- ○ 1. Distinguish between messages conveyed with intent to inform and messages conveyed with intent to persuade or promote certain actions.
- ○ 2. Identify and describe, in given cases, the specific methods being used to influence public opinion.

Economics

M. Analyze economic decision situations with awareness of opportunity costs and trade-offs.

The learner will:

- 1. Identify trade-offs among economic goals (economic freedom, efficiency, equity, security, employment, growth, etc.) in situations where the government makes simple economic decisions.
- ● 2. Use a rational decision-making process when making or analyzing major economic decisions made by individuals, groups or govern-

ment. This process includes: (a) defining the problem with identification of goals in conflict; (b) listing alternatives; (c) stating and rating criteria; (d) evaluating alternatives; and (e) making a decision with awareness of the trade-offs and opportunity costs involved. (5)

N. Understand factors of production, their interrelationships and how investment in them relates to productivity.

The learner will:

1. Identify in given situations consequences (costs and benefits) related to changes in human resources, natural resources, capital resources, investment, technology, specialization, or productivity. (6)
2. Relate increased productivity to economic growth.

O. Understand economic relationships (flows of money, goods and services) among households, businesses, financial institutions, labor unions and government in this and other economic systems.

The learner will:

- 1. Predict the effects of government policies related to taxes and expenditures, and predict the effects of changes in interest rates on individuals and businesses.
- 2. Define, explain and recognize examples of the concepts "market economy" and "command economy." (7)
3. Identify costs and benefits for individuals and businesses of various government regulations dealing with health, safety, fairness and equity.

P. Understand relationships among supply, demand, price and quantity of goods and services.

The learner will:

1. Describe consequences in given situations where prices are set by government action (minimum wage laws, agricultural price supports, subsidized housing, etc.) above or below market clearing prices. (8)
2. Predict, where possible, changes in market prices based on changes in supply, demand or both.

Q. Understands how a nation's level of output, income, employment and distribution of income is determined.

The learner will:

- 1. Identify conditions that explain why some countries have higher levels of economic output (Gross National Product per capita) than others; explain how investment in human and capital resources or how given government policies affect GNP per capita.
- 2. Explain how changes in Gross National Product in relation to population, the level of unemployment and the level of prices affect the standard of living of different groups within a country.

R. Understand principles related to trade (personal, regional or international).

The learner will:

1. Explain, with examples, why nations trade, and state advantages and disadvantages in specific cases.

Other Social Studies Competencies

S. Understand cause-effect relationships related to the behavior of individuals and groups.

The learner will:

1. Identify role expectations connected with various positions in the community, workplace, government, home and school.
2. Identify factors that explain why people conform to or deviate from socially accepted behavior.
3. Analyze and evaluate efforts of leaders in accomplishing various goals in historical cases studied.
4. Identify ways parents can help their children become competent, responsible, creative adults.
- 5. Identify examples, causes and consequences of prejudice and discrimination.

T. Understand institutions and processes for meeting basic human needs.

The learner will:

1. Describe the impact of family, religion, government, education, media, the arts, business and other institutions on U.S. culture and other cultures studied.

U. Understand variations among cultures in their belief systems, institutions and social structures.

The learner will:

1. Identify major features of other cultures studied pertaining to family, religion, government, economics, technology and the arts.
2. Identify how people of different cultures studied fulfill their basic needs.

V. Understand and use appropriate techniques for investigating social studies topics.

The learner will:

- 1. Identify resources in the library that may be used to investigate given topics related to

history or geography: card catalogs, *Readers' Guide*, encyclopedias, almanacs, atlases, periodicals, fiction and nonfiction books.

- 2. Analyze historical resources by distinguishing between primary and secondary sources and by identifying biases.
- 3. Draw inferences about the characteristics of a region or place from maps, statistical data or primary (written or visual) sources.
- 4. Interpret information included in given graphs, charts and tables.

Notes

(1) "Region" refers to an area that displays unity in terms of selected criteria. There are many ways regions may be defined, with those ways depending upon the questions being studied. The word "studied" as used in this and other objectives here is a signal to indicate that the objective should be related to content emphasized in the local curriculum.

(2) Examples of such changes may be found in current news stories as well as in history. The point is to make students aware of events such as the 1986 incident involving the Soviet nuclear reactor at Chernobyl, the construction of a major automobile factory in Wentzville, or a shift in land use in a rural area. Students should then be asked to predict consequences.

(3) "Spatial distributions" refers to natural or man-made patterns of how places are located in relationship to each other. Examples of natural spatial distributions include beaver dams on streams or predictable variations of plant and animal species as one travels from the equator toward the North or South Poles or travels from low to high elevations. Man-made spatial distributions include arrangement of rooms in buildings, organization of space in cathedrals, arrangement of towns and cities in rural areas, layout of different districts of cities and so on. Spatial distributions are influenced by many factors, including topography, tastes and technologies.

(4) "Spatial interactions" refers to interactions of people in different places resulting from communication and transportation linkages.

(5) "Trade-offs" refers to giving up all or part of one thing to get all or part of another thing. For example, buying baseball cards may mean you cannot buy a candy bar, gum or a soda. Having a longer assembly means giving up all or part of music, art or history class. Determining trade-offs involves considering the things you choose not to have to get something. The best of the alternatives one foregoes when making a choice is the "opportunity cost." Opportunity cost is, therefore, the next best alternative when scarce resources are used for one thing rather than another. For example, the opportunity cost of buying baseball cards may be the candy bar, the gum or the soda, whichever you consider the best alternative. Similarly, the opportunity cost of a longer assembly would be the music, art or history missed, whichever is your favorite class—not all three. Determining opportunity cost involves considering how the use of resources for one purpose means the loss of an opportunity to obtain something. Teachers are *not* advised to have students distinguish between opportunity costs and trade-offs because there is so much overlap in their meaning.

(6) "Investment" refers to the use of resources by businesses, individuals or government to increase productive capacity by developing new technology, purchasing capital resources or enhancing the quality of the work force. "Productivity" refers to the output per unit of input, usually labor. Productivity may be altered by changes in technology.

(7) A market economy is an economic system in which decisions about what to produce, how, and for whom are determined through the decentralized decisions of individuals, who, as producers and consumers, offer to sell and buy goods and services in the market place, with price being determined by the aggregated demand and supply of the individuals of the society. The resulting price influences what is produced, how and for whom. A command economy, on the other hand, is a system in which decisions about what to produce, how, for whom, and at what price are determined by authorities.

(8) Market clearing prices are those prices at which there is neither surplus nor shortage. A store that has dresses priced above the market clearing price would have a surplus, which it would likely clear by reducing the price. A store that has dresses priced below the market clearing price would quickly find its stock about to be depleted, a condition which may be corrected by raising prices.

Governments in various countries sometimes set prices of certain items and may do so above or below market clearing prices. For example, a government may set minimum wages above the market clearing price, with the result that there is a surplus of labor, because at the minimum wage more people are willing to work than employers are willing to hire. On the other hand, a government may set rent ceilings for apartments below the market clearing price, with the result that there is a shortage of apartment units.

Social Studies/Civics

LEVEL X

Teachers using this guide should not feel confined to these competencies and learner outcomes in planning and conducting teaching/learning experiences. Instead, these learner outcomes should be included in the material usually taught at the various levels.

Geography

A. Demonstrate a knowledge of place geography.

*The learner will:

- ● 1. Locate the following places in the United States on maps, and describe how their locations relate to each other:
  - The 50 states
  - Rocky Mountains, Appalachian Mountains, Sierra Madre Mountains, Cascade Range, Ozark Highlands
  - The Great Plains
  - St. Lawrence, Columbia, Colorado, Rio Grande, Missouri, Ohio, Mississippi and Tennessee Rivers
  - Lake Michigan, Lake Huron, Lake Superior, Lake Ontario, Lake Erie, Great Salt Lake
  - Washington, D.C., New York City, Boston, Atlanta, Chicago, St. Louis, Kansas City, Denver, Los Angeles, San Francisco, Seattle, New Orleans, Houston, Detroit, Honolulu (Pearl Harbor), Miami and Anchorage
- ● 2. Locate the following places of the world on maps, and describe how their locations relate to each other:
  - Europe, Asia, Australia, Africa, North America and South America
  - Pacific, Atlantic, Indian and Arctic Oceans; Caribbean, Mediterranean, Bering, Black, Baltic and Red Seas; Sea of Japan; Gulf of Mexico and Persian Gulf
  - Amazon, Nile, St. Lawrence, Danube, Rhine, Volga, Ganges, Zaire (Congo) and Hwang Rivers; Tigris-Euphrates River System
  - Himalayas, Alps, Andes, Sierra Nevada and Rocky Mountains
  - Desert regions in North Africa, the Arabian peninsula and Australia
  - Canada, Mexico, Panama, Argentina, Brazil and Cuba; Great Britain, Ireland, France, Spain, Italy, Switzerland, Germany (East and West), Holland, Austria, Poland, Greece, Norway and the Soviet Union; China, India, Indonesia, Japan, Bangladesh, Pakistan, Korea (North and South), Vietnam and Iran; Israel, Egypt, Saudi Arabia, Nigeria, Zaire and South Africa
  - Mexico City, Sao Paulo, Rio de Janeiro and Montreal; London, Paris, Rome, Berlin, Warsaw, Athens and Moscow; Beijing, Hong Kong, Tokyo, Jerusalem and Mecca; Cairo, Nairobi and Johannesburg
  - Central America, the Middle East and Scandanavia
- ○ 3. State or identify approximate locations of major cities or countries not listed above so they can be found rapidly on a map or globe.
- ○ 4. Identify locations of and characteristics associated with particular regions studied: industrialized nations, Third World nations, regions sharing common religions, Soviet bloc nations, densely populated nations, specific countries like Saudi Arabia and Canada, specific cities like Washington, D.C. and Detroit, etc. (1)
- 5. Use the concept "region" in categorizing and comparing places.
- 6. Predict probable characteristics of a place, given limited information about the place.

B. Demonstrate an understanding of relationships between people and their surroundings.

*The learner will:

- ● 1. Predict consequences of given changes in a community's, city's or nation's population, organization and living patterns, environment, or technology.
- ○ 2. Identify issues related to use of the environment in specific cases involving competing values (freedom of movement vs. overcrowding of cities; need for fuel now vs. conservation of resources, etc.).
- 3. Identify costs and benefits of ways in which people studied have used the environment.

C. Demonstrate an understanding of spatial relationships.

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*Key skills to be included in the State Assessment are designated by the symbol ●. Key skills to be assessed locally are designated by the symbol ○.

Note: Numbers in parenthesis following learner outcomes refer to footnotes found at the end of this section.

The learner will:

- 1. Predict or describe cause-effect relationships between decisions by individuals or governments and spatial distributions or spatial interactions. (2,3)

D. Use map-reading and map-making skills.

The learner will:

- 1. Select appropriate maps for specific purposes.
- 2. Use atlases to locate places, formulate hypotheses and draw conclusions about places and their interrelationships.
- 3. Evaluate conclusions drawn from a variety of given maps.

History

E. Demonstrate knowledge of significant historical events and developments, their relationships to each other and to the present.

The learner will:

1. Describe how the following cultures contributed to our heritage:
   - Athenian democracy, fine arts and architecture
   - Roman order, law and architecture
   - Judeo-Christian traditions
   - Renaissance and Enlightenment Europe and its emphasis on human achievement, observation, reason, aesthetics
   - England and the development of courts, common law and an independent parliament
- 2. Identify major causes of major historical events and developments related to the following topics from modern U.S. and world history:
   - New ideas (Renaissance, Reformation, enlightenment, nationalism, science)
   - Expansion of Western influence to the Americas, Asia and Africa
   - Major political revolutions (American, French, Russian, Chinese)
   - Industrial revolutions (Britain, United States, Europe, Japan)
   - Major population migrations, especially those to the United States
   - Struggles in the United States for extension of democratic ideals (Jacksonian democracy, Abolitionism, Radical Republicanism following the Civil War, Progressive Era, Women's Suffrage, New Deal, Civil Rights Movement)
   - Totalitarian systems (1930s, 1940s)
   - Major wars (Napoleonic, U.S. Civil War, World War I, World War II, Korean War, Vietnam War)
   - Post-World War II realignment of world powers; changes in World War II's losers, Germany and Japan; the creation of new nations from European empires; the Cold War
- 3. Identify major consequences of major historical events and developments related to the topics from modern U.S. and world history cited in E-2.
- 4. Identify sequences of major historical events related to the topics from modern U.S. and world history cited in E-2.
- 5. Indicate roles of certain individuals and groups studied in connection with the events cited in E-2.

6. Analyze contemporary problems in the light of their historical development and complexity, and propose solutions to them. Such problems include:
   - Population growth placing strains on essential resources
   - Changing relationships among dominant and minority groups in the United States and in other cultures studied
   - Pollution of various sorts
   - Severe poverty in some places
   - Security of nations, including that of the United States and other nations in the nuclear age
7. Indicate how folk and fine arts have been influenced by and been an influence upon historical events and developments.

F. Understand how people's positions and experiences influence their view of events.

The learner will:

- 1. Describe differences in how various people and groups perceive and judge events studied, and explain why their perceptions and judgments differ.
2. Explain why different historians often interpret the same event differently.

Government (Civics)

G. Understand and apply basic principles of our political system.

The learner will:

- 1. Compare principles and institutions of the government of the United States with those of other countries, democratic and nondemocratic, as described or studied in class. (4)
- 2. Infer and explain basic principles of democratic government quoted from important American documents (the Declaration of Independence, the Constitution, speeches such as Gettysburg Address and Supreme Court decisions).

3. Identify and explain any of the core beliefs that must be shared among a citizenry if democratic government is to be secure: need to be informed, respect for the dignity of all people, support for the marketplace of ideas, respect for law, etc.
4. Propose ways to determine whether a political system could be called democratic.

H. Understand basic institutions and processes of law making, law enforcement and law interpretation.

The learner will:

1. Identify examples of powers delegated, shared and forbidden to federal and state governments in the United States Constitution.
- 2. Identify different ways in which law is made in the United States and Missouri (legislation initiated in legislative bodies, rulings by judges in legal cases, initiatives and referenda), and explain various restraints on lawmakers (constitution, anticipated checks from other branches, public opinion, limits of time and money, etc.).
- 3. Identify major responsibilities of leading officials in each branch of federal, state and local government.
4. Compare different courts that affect citizens, and describe their powers:
   - Trial, appeals and supreme courts
   - Criminal and civil courts
   - Adult and juvenile courts
5. Identify examples of international law (custom and treaty), and tell how such law is made.

I. Understand rights and responsibilities of citizens in democratic societies.

The learner will:

- 1. Explain or identify the meaning and significance of various rights guaranteed by the Constitution, and cite where in the Constitution those rights may be found.
2. Distinguish between situations in which constitutional rights are clearly defined and situations in which constitutional rights are still being interpreted.
3. Explain how criminal and civil legal systems protect the rights of citizens, and identify citizen responsibilities in the functioning of those systems.
4. Indicate how rights and responsibilities of citizens change with age and position (driver of vehicle, spouse, parent, employee, party to contract, voter, etc.).
5. Explain what national and international law can and cannot accomplish.

J. Understand processes by which citizens may help resolve disputes and influence policy making.

The learner will:

1. Explain roles of citizens (plaintiff, defendant, member of jury) in the resolution of disputes in the United States legal system.
2. Describe processes by which candidates are nominated, appointed and elected to office at state and national levels.
- 3. Identify ways in which citizens may participate in government in the United States and Missouri, and evaluate the likely effects of specific efforts to influence public policy in given cases.
- 4. Demonstrate knowledge about current issues, incumbents, candidates for office, and basics of voting and registration.

K. Analyze real and hypothetical cases in relation to persistent issues of government in American society.

The learner will:

- 1. Identify constitutional principles underlying arguments on both sides of political issues described or studied.
- 2. Explain how specific constitutional principles have changed over time. (For example, the interstate commerce clause was extended; the equal protection clause was changed from supporting "separate but equal" to require integration; the religious freedom clause has been interpreted to restrict formal prayer in school.)

L. Apply analytic skills to political messages and discussions.

The learner will:

1. Draw inferences about the position of a person on a political issue based on his or her writing, speaking or cartoons.
- 2. Identify the nature of various disagreements among people discussing political questions, and identify ways to resolve or clarify the disagreement.
- 3. Recognize and describe propaganda techniques (including subliminal messages) in political presentations and advertisements.
4. Ask appropriate questions to get the information needed to make decisions concerning social, political and economic issues.

Economics

M. Analyze economic decision situations with awareness of opportunity cost and trade-offs.

The learner will:

- 1. Identify ramifications for society of private and public economic decisions in cases studied.

2. Identify trade-offs among general economic goals (economic freedom, growth, equity, security, employment, efficiency, price stability, etc.) in given decisions made by the government. (5).
- 3. Use a rational decision-making process when analyzing economic decisions by individuals or the government. This process includes: (a) defining the problem with identification of economic goals in conflict; (b) listing alternatives; (c) stating and rating criteria; (d) evaluating alternatives; and (e) making a decision with awareness of the trade-offs and opportunity costs.

N. Understand factors of production, their interrelationships, and how investment in them relates to productivity.

The learner will:

1. Identify benefits and costs of increasing productivity in specific cases. (6)
2. Propose ways to increase productivity in given cases.

O. Understand economic relationships (flows of money, goods and services) among households, businesses, financial institutions, labor unions and governments in this and other economic systems.

The learner will:

- 1. Define and illustrate the concepts of "market economy" and "command economy," and apply those concepts in analyzing mixed economic systems. (7)
2. Explain how businesses in the United States raise funds for investment. (8)
3. Describe major functions of labor unions, and explain their impact in the past and present.
4. Contrast economic systems studied on the basis of: (a) relative sizes of public and private sectors; (b) the proportion of market decision making as opposed to command decision making; and (c) the relative proportions of capital and labor in production methods.
- 5. Predict the probable effects of government policies related to taxes, expenditures or regulations and of changes in interest rates on households, businesses and workers in given cases.

P. Understand relationships among supply, demand, price and quantity of goods and services in market economies.

The learner will:

1. Predict shifts in demand when given information about changes in consumer income, tastes and preferences and changes in prices of other goods and services; predict shifts in supply when given information about changes in production costs. (9)
2. Predict changes in market prices and quantities of goods and services, based on changes in supply, demand or both.
3. Identify situations where a free, unregulated market economy will not provide incentives for people to produce what a society defines as its public needs (national defense, education for all, police protection, etc.).
- 4. Predict consequences in given situations where prices are set by government above or below the market clearing price and where monopolies or oligopolies change supply to affect prices. (For example, what would likely result if automobile companies charge a very high price for automobiles, or if a government sets a price for milk so low that there is excess demand ?) (10)
5. Explain how the labor market is influenced by fluctuations in supply or demand.
6. Relate concepts of supply and demand to historical events and current affairs.

Q. Understand how a nation's level of output, income, employment and distribution of income is determined.

The learner will:

- 1. Predict probable living conditions in a nation when given information about two or more of these factors: Gross National Product (GNP), level of unemployment, level of prices, and size of population. (11)
- 2. Identify conditions that explain why some countries have higher levels of economic output (GNP per capita) than others.
3. Predict the probable impact of government economic policies on such factors as growth in economic output, employment, consumer spending, price levels and distribution of income in given situations. (Such policies include changes in level and types of taxes, in total government spending, in regulations to promote health and safety and in the Federal Reserve s influence over interest rates.)

R. Understand principles related to trade (personal, regional or international).

The learner will:

1. Explain, with examples, why nations trade, and state advantages and disadvantages in specific cases. (12)
2. Describe how and why governments promote and restrict trade among nations, and predict the consequences of trade restrictions for nations, businesses and households.

Other Social Studies Competencies

S. Understand cause-effect relationships related to the behavior of individuals and groups.

The learner will:

1. Identify role expectations connected with various positions in the workplace, government, home and school.
2. Identify factors that explain why people conform to or deviate from socially accepted behavior.
3. Analyze and evaluate efforts of leaders in accomplishing various goals in historical cases studied.
4. Identify ways parents can help their children become competent, responsible, creative adults.
- 5. Describe prejudice and discrimination, their causes and consequences.

T. Understand institutions and processes for meeting basic human needs.

The learner will:

1. Describe changes studied regarding family, religion, government, education, business and the arts and how such changes have influenced the lives of people.

U. Understand variations among cultures in their belief systems, institutions and social structures.

The learner will:

1. Explain major features of family structure, religion, politics, economics, technology and art forms in cultures studied.
- 2. Cite examples illustrating how people of different cultures have common fundamental needs but use different ways of meeting those needs.
3. Identify instances of stereotyping, and illustrate how stereotypes may handicap a person in understanding other people.

V. Understand and use techniques for investigating social studies topics.

The learner will:

- 1. Identify and evaluate methods and resources for investigating given topics related to other cultures, history, current politics or economics.
- 2. Make and evaluate inferences drawn from specialized maps, statistical data and primary sources. (Inferences must follow logically from the data and must consider whether the data are representative and objective.)

Notes

(1) "Region" refers to an area that displays unity in terms of selected criteria. There are many ways regions may be defined, with those ways depending upon the questions being studied. The word "studied" as used in this and other objectives here is a signal to indicate that the objective should be related to content emphasized in the local curriculum.

(2) "Spatial distributions" refers to natural or man-made patterns of how places are located in relationship to each other. Examples of natural spatial distributions include beaver dams on streams or predictable variations of plant and animal species as one travels from the equator toward the North or South Poles or travels from low to high elevations. Man-made spatial distributions include arrangement of rooms in buildings, organization of space in cathedrals, arrangement of towns and cities in rural areas, layout of different districts of cities and so on. Spatial distributions are influenced by such factors as topography, tastes and technologies.

(3) "Spatial interactions" refers to interactions among people of different places resulting from communication and transportation linkages.

(4) Test items will describe some facet or facets of another political system and will ask students to identify how what was described is similar to or different from the U.S. system.

(5) "Trade-offs" refers to giving up all or part of one goal in order to obtain all or part of another goal.

(6) "Productivity" refers to the output per unit of input, usually labor. Productivity may be altered by changes in technology.

(7) A market economy is an economic system in which decisions about what to produce, how, and for whom are determined through the decentralized decisions of individuals, who, as producers and consumers, offer to sell and buy goods and services in the market place, with price being determined by the aggregated demand and supply of the individuals of the society. The resulting price influences what is produced, how and for whom. A command economy, on the other hand, is a system in which decisions about what to produce, how, for whom, and at what price are determined by governmental authorities.

(8) "Investment" refers to the use of resources by businesses, individuals, or government to increase productive capacity by developing new technology, purchasing capital resources or enhancing the quality of the work force.

(9) A change in supply is defined as a condition in which producers are willing to produce more or less of a good or service even though prices remain constant. A change in demand is similarly defined as a condition

in which consumers choose to buy more or less of a good or service even though prices remain constant. An example of the former would be companies producing less steel because increased production costs have reduced profit. An example of the latter would be people choosing to buy more hot chocolate at a football game, not because prices have changed, but because the temperature has suddenly plummeted.

(10) Market clearing prices are those prices at which there is neither surplus nor shortage. A store that has dresses priced above the market clearing price would have a surplus, which it would likely clear by reducing the price. A store that has dresses priced below the market clearing price would quickly find its stock about to be depleted, a condition which may be corrected by raising prices.

Governments in various countries sometimes set prices of certain items and may do so above or below market clearing prices. For example, a government may set minimum wages above the market clearing price, with the result that there is a surplus of labor, because at the minimum wage more people are willing to work than employers are willing to hire. On the other hand, a government may set rent ceilings for apartments below the market clearing price, with the result that there is a shortage of apartment units.

Large companies—monopolies or oligopolies—have so little competition that they can exercise much control over both supply and price. Thus, automobile companies may choose to raise prices and reduce supply, with the result that they will get their higher prices, but with fewer customers buying their product.

(11) "Gross National Product" (GNP) refers to the dollar value of all final goods and services produced annually by a nation's economy. Concepts important for students to understand related to GNP are "per capita GNP," the GNP divided by the population of a nation, and "real GNP," the GNP figure for a nation with corrections made for changes in the value of the nation's currency unit. Per capita GNP is obviously a much better indicator of standard of living than GNP alone, because nations with the same GNP may have population sizes that differ considerably. Real GNP is also a better indicator of actual output of goods and services because without correction for inflation or deflation, a change in the GNP figure might reflect only the inflation or deflation, not a change in output. The terms "per capita GNP" and "real GNP" will not be used in the Level X test items, but students who understand the ideas behind the terms will find the items much easier to comprehend.

(12) Underlying advantages of interdependence is the economic concept, "comparative advantage." "Comparative advantage" refers to the condition in which it pays for one producer to specialize in producing something and trade for something else, even if that producer could produce both products well. For example, a woman who is a gourmet cook and also an expert lawyer might decide it is to her advantage to devote her efforts to being a lawyer and to purchase meals at a restaurant, because the opportunity cost of her cooking fancy meals would be her income as an attorney. The same principle may be used to explain why Manhattan is a financial center, why Oregon is strong in timber and why Switzerland produces clocks and watches. Specialization and trade, resulting in interdependence, have contributed to high standards of living in industrial nations. They have also contributed to having conditions within one nation dependent upon conditions in other countries, a source of insecurity. Moreover, some of the poorer nations in the world, dependent on demand for the few products they have to trade, may be especially subject to unstable conditions and may find it difficult to lift themselves to higher standards of living as a result.

Selected Resources for Levels IX and X
Language Arts/Reading/English

Department Publications

The following Missouri Department of Elementary and Secondary Education Publications are available from Missouri Testing and Evaluation Service, 403 S. Sixth Street, Columbia, Missouri 65211. (314) 882-4694.

A Writing Guide for Missouri Schools, K-12. Suggests a philosophical framework for the teaching of writing and provides practical suggestions and activities for encouraging student interest and growth in writing. Provides suggestions for integrating writing in all curricular areas.

BEST Activity Book for Reading/Language Arts. Suggests activities that deal with real-life reading/language arts activities appropriate for students and that relate to objectives tested by Basic Essentials Skills Test.

The Missouri Basic Word List. Provides a group of high-frequency usage words that should be in the oral and writing vocabularies of students. Words on this list could serve as a source of spelling words for students.

Publications and Articles

Teaching Reading Comprehension. Pearson, P. David and Johnson, Dale D. Holt, Rinehart and Winston, 901 North Elm Street, Hinsdale, Illinois 60521.

Understanding Writing. Newkirk, Thomas and Atwell, Nancie (ed.) Northwest Regional Exchange, Inc., Chelmsford, Maine 01824.

Roots in the Sawdust. Gere, Anne Ruggles (ed.) National Council for Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801.

Writing in the Secondary School. Applebee, Arthur (ed.) National Council for Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801.

Evaluating Writing. Cooper, Charles R. and Odell, Lee (ed.) National Council for Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801.

Teaching Reading Comprehension. Page, William D. and Pinnell, Gay Su (ed.) National Council for Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801.

Classroom Applications of Writing Assessment. Northwest Regional Educational Laboratory, 300 S.W. Sixth Avenue, Portland, Oregon 97204.

Classroom Strategies for Secondary Reading, 2nd ed. Harker, W. John (ed.) International Reading Association, 800 Barksdale Road, P.O. Box 8139, Newark, Delaware 19714-8139.

Research on Written Composition. Hillocks, George Jr. (ed.) National Council for Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801.

Language Connections: Writing and Reading Across the Curriculum. Fulwiler, Toby and Young, Art (ed.) National Council for Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801.

A Procedure for Writing Assessment and Holistic Scoring. Myers, Miles. National Council for Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801.

Becoming a Nation of Readers. The Center for the Study of Reading, University of Illinois, Champaign, Illinois 61821.

Sentencecraft. O'Hare, Frank. Ginn & Co., P.O. Box 2649, Columbus, Ohio 43216.

Speech Communication for the Classroom Teacher. Cooper, Pamela J.

Video Tape Series

The following video cassette instructional programs are available from the University of Missouri-Columbia, Academic Support Center, 505 E. Stewart Road, Columbia, Missouri 65211. (314) 882-3608.

In Other Words. A series of twelve 15-minute programs in language arts usable with ninth graders. Such topics as "Consider Your Audience," "Breaking Down a Topic," "Using the Words of Others" and "How Can I Get People to Listen?" provide problems that are meaningful to students.

WhatAbout. Although this series deals with science-related topics, emphasis is placed upon use of such thinking skills as questioning, observing, classifying, predicting and communicating.

Agencies and Organizations

International Reading Association, 800 Barksdale Road, P.O. Box 8139, Newark, Delaware 19714-8139.

Missouri International Reading Association. Contact: Betsy Baker, 4203 S. Providence, Columbia, Missouri 65203.

National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801.

SUGGESTED READINGS

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Baird, H. W. (1972). *The child with convulsions: A guide for parents, teachers, counselors, and medical personnel*. New York: Grune & Stratton.

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Cooper, J. O., & Edge, D. (1978). *Parenting: Strategies and educational methods*. Columbus, OH: Charles E. Merrill.

Directory for exceptional children. (1978). Boston: Porter Sargent. Lists and describes over 3,000 special education programs, facilities, and organizations in the U.S.

Gillett, P. (1978). *Career education for children with learning disabilities*. Novato, CA: Academic Therapy.

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Katz, E. (1970). *The retarded adult at home: A guide for parents*. Seattle: Special Child.

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Department of Health, Education, and Welfare, Office for Handicapped Individuals, 330 Independence Ave., SW, Washington, DC 20201.

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National Association of Private Schools for Exceptional Children, P. O. Box 928, Lake Wales, FL 33853. Brochure containing descriptions of member schools and facilities.